

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
August 3, 2016**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman	Eric C. Davis
A.L. “Buddy” Collins, Vice Chairman	Wayne McDevitt
Dan Forest, Lt. Governor	Olivia Oxendine
Gregory Alcorn	Rebecca Taylor
Todd Chasteen	Amy White
	Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent	Melody Chalmers, Principal of the Year Advisor
Christine Fitch, Local Board Member Advisor	Bobbie Cavnar, Teacher of the Year Advisor
Freddie Williamson, Superintendent Advisor	Yates McConnell, Senior Student Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman Bill Cobey called the Wednesday session of the August 2016 State Board of Education (SBE) meeting to order and declared the Board in official session. After explaining that today’s meeting was being audio-streamed and that the agenda and all materials are posted online, accessible through the State Board’s website, he welcomed Board members and staff, Board advisors, onsite visitors, online listeners, and Twitter followers. The Chairman also announced that the Board is joined for the first time onsite by its two new Board members:

- Ms. Amy White, representing the North Central Education Region; and
- Mr. Todd Chasteen of Blowing Rock, representing the Northwest Education Region.

He explained that Ms. White and Mr. Chasteen were sworn in on the floor of the General Assembly’s Senate Chamber immediately following their legislative confirmation on June 30, just prior to the Board’s July 7 conference call meeting.

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In addition, Chairman Cobey also welcomed this month for the first time onsite the Board's three new advisors:

- Superintendent Advisor Dr. Freddie Williamson (Superintendent, Hoke County Schools);
- Principal of the Year Advisor Ms. Melody Chalmers (Cumberland County Schools); and
- Teacher of the Year Advisor Mr. Bobbie Cavnar (Gaston County Schools).

The Chairman explained that Board advisors are non-voting members, established in legislation. He noted that their voices at this table are significant during the Board's discussion of challenges and programs in public education. Chairman Cobey explained that the Board will formally recognize the new members and advisors at the beginning of its meeting on Thursday, the Board's official meeting day.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

## **APPROVAL OF AGENDA**

As the first order of business, Chairman Cobey drew attention to the full meeting agenda, which is available on eBoard. The Chairman asked if there were any changes to the agenda that Board members wished to request.

### **Discussion/Comments:**

- There was no further discussion.

*Upon motion made by Mr. Greg Alcorn, and seconded by Mr. Eric Davis, the Board voted unanimously to approve the State Board of Education meeting agenda for August 3 and 4, 2016, as presented.*

## **SBE ISSUES SESSION**

Chairman Cobey explained that Issues Sessions provide the Board with in-depth information on relevant education topics. These sessions are, in fact, a part of the Board's required Board member development. He explained further that this month's topic focuses on challenges and opportunities involved with implementing new legislation, which will be followed by reports from the Financial and Business Services summer interns during lunch.

### **➤ 2016 Legislation for Implementation**

Chairman Cobey recognized Ms. Rachel Beaulieu to open this Issues Session.

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After framing the discussion topics, Ms. Beaulieu explained that, during this Issues Session, the Department will dive into the legislation that was passed during the short session and is now session law, discuss the new initiatives and key decision points the State Board will have to make, and review the timeline for those decisions.

Mrs. Beaulieu provided a general overview of the education related bills below, which are now session law. She highlighted several of the bills – HB 242, HB 561, noting that staff will provide more detail about some of the other bills during this presentation.

### **Relevant 2016 Session Laws and Ratified Bills**

#### **HOUSE BILLS**

<b>Bill Number</b>	<b>Title</b>	<b>Current Status</b>
1. HB 169	Restore State Claim for Wrongful Discharge	Ch. SL 2016-99
2. HB 242	Various Charter School Law Changes	Ch. SL 2016-79
3. HB 474	Exclude Year-Round Track-Out Program/Child Care	Ch. SL 2016-7
4. HB 561	School System Auth. Re: Legal Proceedings	Ch. SL 2016-116
5. HB 632	Student Online Protection Act	Ch. SL 2016-11
6. HB 742	PE Licensure/Allow School Maintenance Plumbers	Ch. SL 2016-105
7. HB 805	Measurability Assessments/Budget Tech. Corr.	Ch. SL 2016-123
8. HB 960	Retirement Creditable Service Charter Schools	Ch. SL 2016-82
9. HB 1011	Retirement Technical Corrections Act of 2016	Ch. SL 2016-56
10. HB 1014	NC Pre-K Conforming Change/Taylor's Law	Ch. SL 2016-30
11. HB 1030	2016 Appropriations Act	Ch. SL 2016-94
12. HB 1080	Achievement School District	Ch. SL 2016-110
13. HB 1137	Treasurer's 2016 Investment Admin. Changes.-AB	Ch. SL 2016-55

#### **SENATE BILLS**

14. SB 330	Change Orders on School Construction Projects	Ch. SL 2016-58
15. SB 508	Amd. Bail Bond/Coll. Agency/Crim. Mediat'n Laws	Ch. SL 2016-107
16. SB 536	Students Know Before You Go & Central Resid.	Ch. SL 2016-57
17. SB 575	NC/SC Original Boundary Confirmation	Ch. SL 2016-23
18. SB 725	Unemployment Insurance Technical Changes	Ch. SL 2016-4
19. SB 729	Various Changes to the Revenue Laws	Ch. SL 2016-5
20. SB 747	State-Owned Real Property Management/PED	Ch. SL 2016-119
21. SB 770	NC Farm Act of 2016	Ch. SL 2016-113
22. SB 792	State IT Contracts/Contractor Liability	Ch. SL 2016-85
23. SB 838	Medicaid Transformation Modifications	Ch. SL 2016-121
24. SB 865	State Health Plan/Admin Changes/Local Govts.	Ch. SL 2016-104

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25.	SB 886	Retirement Amendments	Ch. SL 2016-108
26.	SB 898	2016 Appointments Bill	Ch. SL 2016-70
27.	SB 902	SBE Confirmation	Ch. Res 2016-22

#### **LOCAL BILLS**

28.	HB 1126	Red Light Cameras/City of Greenville	Ch. SL 2016-64
29.	HB 1133	Partisan Election/Transylvania Bd. of Ed.	Ch. SL 2016-44
30.	SB 382	Revision of SB 612 (SL 1991-391)	Ch. SL 2016-14
31.	SB 815	Charter School in State Health Plan	Ch. SL 2016-106
32.	SB 881	Union County School Funding	Ch. SL 2016-18
33.	SB 888	Buncombe School Capital Fund Commission	Ch. SL 2016-19

Ms. Beaulieu highlighted the following State Board legislative agenda's major accomplishments during the short session: A significant increase for teacher salaries, school-based administrators and bonus provisions; \$10 million additional new dollars for textbooks and digital materials; \$10 million was for school connectivity; \$1.3 million additional dollars for Pre-K, which opens approximately 260 funding slots for children in Pre-K; and studies help to leverage additional funds in school Medicaid reform. Finally, as it relates to the A-F Performance Grades, Ms. Beaulieu reported that the 15-point scale has been maintained for three years.

Next, Ms. Beaulieu explained that this Issues Session discussion has been divided into six key areas. She recognized Mr. Price to present the key budget and compensation items.

#### **❑ Key Budget and Compensation Items**

##### **❖ Mr. Philip Price (Chief Financial Officer, and Business Services) and Mrs. Alexis**

Mr. Price summarized and repeated (for emphasis) some of the budget priorities set by the State Board and how the legislation changed or addressed those priorities. He indicated that budget funding increased by \$371 million for public schools, noting that 83.4% is for salary and benefit-related items. Mr. Price reviewed the six priorities submitted to the Governor by the State Board and spoke briefly about the funding outcomes related to each priority – teacher raises, digital learning, teacher recruitment and retention, state agency support of schools, general classroom support, and residential schools.

In response to Board member Greg Alcorn's question about what the State Board can do better when asking for a significant amount of money and receiving a less than significant amount of funding, Mr. Price spoke briefly about recent regional meetings with superintendents where the Department met with superintendents and others to discuss their top priorities and to gather feedback related to how we can change the way the priorities are packaged and communicated in order to secure additional funding. He explained that this discussion will be a primary portion of the Expansion Budget discussion scheduled for this afternoon. He added that, outside of salaries, the State Board requested approximately \$215 million, but only received a portion of that ask. Mr. Alcorn applauded the Department's proactive stance in getting the message out and making recommendations. He stated that he hopes that the time spent on this activity is of value and gets a return.

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Chairman Cobey reminded Board members that this was a short session and not the long session when the biennial budget is created, noting that the short session is a time of adjustment as opposed to major initiatives.

In response to Board member Olivia Oxendine's request, Mr. Price spoke briefly about the historical trends as it relates to education budget allocations, which are all based on funding availability. State Superintendent June Atkinson suggested that, as staff prepare for the State Board's planning meeting in October, they can provide an overview of trends over time related to some of the larger budget priorities. Vice Chairman A.L. Collins stated that Board members must recognize that the Board chose to ask for everything needed based on its strategic plan. He added that the Board was cognizant at the time that this was a big ask. He suggested that the Board needs to be far more strategic with respect to its needs. Dr. Oxendine stated that she would like to know, to the fullest extent possible, what portion of allocated funding directly impacts the classroom. Mr. Price noted Dr. Oxendine's request.

At the request of Board member Wayne McDevitt, Mr. Price described the procedures and timeline for submitting State Board budget priorities/appropriation requests. A brief discussion occurred.

Next, Mr. Price recognized Mrs. Alexis Schauss to provide a deeper dive into the budget provisions.

Mrs. Schauss prefaced her comments by referring to a *Summary of the Special Provisions and Money Report* located on eBoard. She explained that the summary provides a detailed look at the amount of funding (recurring and non-recurring) provided for salary and benefits, which is approximately \$275 million for all state public school personnel. While describing the salary increases and bonus plans, Mrs. Schauss fielded several questions about the bonus plans and compensation.

Mrs. Schauss continued the presentation with a comprehensive review of other allotments, professional development, charter schools, academics, and other provisions, summarizing briefly the details of the *Special Provisions and Money Report* located on eBoard.

In response to Vice Chairman Collins's question about whether the Department has done any analysis on the effect of class-size reductions, specifically as it relates to the number of teachers and classrooms that will be required as well as the financial impact on LEAs, Mrs. Schauss explained that this issue will be addressed in a presentation later in the day.

Referencing the earlier summary of third-grade teacher compensation, Board member Greg Alcorn asked if there is research behind this particular provision. Dr. Atkinson shared that reading is a skill that builds on what happens previously. She stated that to her knowledge there is no research that indicates that it is the third grade teacher who makes the most impact since it is a cumulative impact. Board member Patricia Willoughby shared that research from UNC Chapel Hill and Duke indicates that the most important way to impact third grade reading is what you do with pre-K students. Related to return on investment (ROI), Mrs. Willoughby stated that she would like to know more about the pre-K increase since the research and case studies are irrefutable that pre-K impacts third grade reading. She noted that if she were a teacher in the grades below third, she would be unhappy that her efforts were unrecognized in a very public way. Senior Student Advisor Yates McConnell spoke briefly about AP classes in a similar way, noting that the scores he gets on his AP tests are not because of his AP U.S. History teacher, but rather because of the analytical reading skills that he received from his ninth- and tenth-grade English teachers, and his third-

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grade teacher who taught him the foundation for those reading skills. Mr. McConnell added that he could not understand how it is fair to reward just this one teacher for a score based on the skills of dozens of teachers over a student's entire school career. A brief discussion ensued.

Related to controls, Mr. McDevitt noted that several items throughout the budget moved from recurring to non-recurring. He asked about controls to ensure that expenditures are in non-recurring items rather than recurring. Mrs. Schauss answered Mr. McDevitt's question using bonuses as an example, which are placed in a separate bucket and can only be used for that purpose and audited as such. Mr. McDevitt suggested that as the State Board considers Expansion Budget requests, then we should ask for an item to be recurring if we believe it is a recurring item. A brief discussion ensued about local controls over recurring and non-recurring funds.

In response to Dr. Oxendine's request, Mrs. Schauss explained how longevity is calculated, which is a graduated percentage scale and based on eligible compensation.

While the presenters were transitioning, Mrs. Willoughby clarified for anyone listening or new that, when referring to textbooks, textbooks mean any instructional materials.

## ❑ **Achievement School District**

### ❖ **Adam Levinson (Chief Performance Officer)**

Mr. Adam Levinson stated at the outset of his presentation that this will be the first of many conversations about the Achievement School District and the UNC Lab Schools. Using a PowerPoint presentation, Mr. Levinson described both of these new initiatives at a relatively high level due to time constraints. He provided an overview of timelines and next steps associated with each of the initiatives.

As it relates to the Achievement School District (ASD), Mr. Levinson briefly highlighted the components of HB 1080, which establishes the ASD as a statewide school unit under the administration of the State Board of Education (SBE). The ASD shall assume the supervision, management, and operation of achievement schools. Achievement schools come from a pool of qualifying low-performing school[s], and specific criteria define a qualifying school. The achievement schools are selected by the SBE to transfer to the ASD and are subject to direct management by an achievement school (AS) operator who is contracted by the SBE to operate those schools.

Using a PowerPoint diagram, Mr. Levinson showed the basic parameters of how the ASD management will flow related to how the ASD superintendent, achievement schools and operators are selected. Dr. Atkinson shared that, as she understands the law, it transfers the responsibility from up to five local boards of education to the State Board of Education. In some respect, it is similar to creating the 116<sup>th</sup> school district, according to Dr. Atkinson. In response to several questions from Board members and advisors, Mr. Levinson provided the following ASD quick facts:

- Five total schools ( $\leq 1$  per school district) by 2019-20
- ASD schools = five years, plus optional three
- Same school attendance zone as prior
- Funding similar to that for charter schools, but goes to ASD

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- Local school district remains responsible for:
  - facilities and capital expenditures (includes routine maintenance and repair, building repair and maintenance, furniture, furnishings, & equipment)
  - transportation

Brief discussions occurred about transportation funding, performance criteria, and what happens if a school does not come out of low-performing status at the end of the five-year period.

In response to Local Board Member Advisor Christine Fitch's concerns, Lt. Governor Dan Forest explained that much of this will take a while to digest and will have to be worked out over time. He added that the intended purpose is for the ASD to be a pilot program in which the state is willing to take a risk. He stated that the achievement schools have been low-performing for extended periods of time, noting that the law is not talking about the LEA, administrators, teachers, etc., but rather students that are failing year after year, which is unacceptable. He elaborated briefly about this being a calculated risk worth taking in order to create an opportunity for success for those students. Chairman Cobey added further that this responsibility has been handed to the State Board, and we have no choice but to move forward with this pilot and make it successful. Mr. McDevitt encouraged Board members to ask all of the "what if's" as the Board moves forward. In addition, he shared that other states have done this with mixed experience. He encouraged the Department to learn from those other states' experiences. Ms. Willoughby concurred with Mr. McDevitt's suggestion to seek out lessons learned. Dr. Atkinson added that as we look at the role of the ASD superintendent, it is important to ask that the research be done. She also stated that it is critical to look at the root causes of why children are not successful and require that the root causes be addressed.

In response to Board member Rebecca Taylor's question, Mr. Levinson clarified that the latest time by which at least two schools must be identified is the 2018-19 school year, and by 2019-20, there must be five schools identified. She suggested that since North Carolina is in the early stages of this innovative concept, there is time to do the research and dig deeper into lessons learned from other states in order to have time to implement those changes.

Board member Amy White asked about which grade levels would be identified for the ASD. Mr. Levinson explained that the detailed criteria state that the school includes all or part of grades K-5 – it could be larger or smaller than K-5.

At this time, Mr. Levinson continued with the ASD Quick Facts:

- Achievement schools must participate in the National School Lunch Program.
- AS operator and ASD superintendent may choose to enter "funding memorandum of understanding" with the local board of education for all student support and operational services and instructional services.
  - Shall finalize (the MOU) within 30 days of the initial request by the operator or the State Board of Education shall resolve any issues of dispute.
- Innovative Zones
  - District has two choices if school selected
    - (1) Close school
    - (2) Transfer school to ASD

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- If district transfers school to ASD, district may request that SBE grant an “Innovation Zone” (charter-like operational flexibility) for up to three continually low-performing schools.

Mr. Levinson reviewed key points of the timeline (located on eBoard) and highlighted a few of the next steps, which include:

- SBE/staff and DPI continue to refine interpretations of options for SBE to consider (deadlines contingent on timing choice);
- Lt. Governor assembles and convenes SAC, which recommends ASD superintendent;
- DPI prepares to secure contract with independent research organization for evaluation; and
- By January 15, 2017, SBE and ASD superintendent report to the General Assembly.

## ❑ **UNC Lab Schools**

### ❖ **Adam Levinson (Chief Performance Officer)**

Mr. Levinson highlighted HB 1030, which establishes the Lab Schools. The Board of Governors (BOG), in consultation with the constituent institutions of the UNC, shall designate eight institutions with quality educator preparation programs to establish laboratory schools. The mission of the laboratory school shall be to improve student performance in LEAs with low-performing schools by providing an enhanced education program for students residing in those districts and to provide exposure and training for teachers and principals to successfully address challenges existing in high-needs school settings.

Lab Schools Quick Facts include:

- Eight UNC constituent institutions
- Eight Lab Schools (four by 2017-18, four by 2018-19)
- Located in school districts with >25% low-performing schools
- Operate for > five years (renewable for five more as long as districts still > 25% low-performing)
- Operations, regulations, funding similar to charter schools
- Students not required to attend (similar to charter schools)
- SBE role limited:
  - “shall approve” the schools when recommended by UNC BOG
  - UNC BOG, in conjunction with the constituent institutions, and the SBE shall review and evaluate the educational effectiveness of the lab schools for both public school students and students enrolled in educator preparation programs.

Chairman Cobey referenced a discussion with the BOG about the fact that it is extremely difficult to create a new school within a year. A brief discussion occurred regarding the takeover of existing schools as lab schools. He spoke about continuing to interpret the letter of the law. Board members also talked about the provision of the lab schools being located in school districts with 25% low-performing schools. Dr. Atkinson shared that staff will provide a list of the eligible schools/districts during the September SBE meeting after it runs the A-F Grades.



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Mr. Levinson reviewed key points in the timeline (located on eBoard) and highlighted a few of the next steps, which include:

- SBE/DPI staff continues to refine interpretations of how lab school funding will work, student accounting, and how other standard processes will apply.
- SBE/DPI offer support, partnership to UNC BOG

In closing comments, Mr. Levinson explained that staff will begin capturing all of the Board's questions, and ultimately will return with decisions that the Board must make.

## ❑ **Advanced Teaching Roles**

### ❖ **Adam Levinson (Chief Performance Officer)**

As it relates to this item, Mr. Levinson stated that Mrs. Schauss covered the salient points regarding this provision – Section 8.7.(a), which states that the State Board of Education shall establish a three-year pilot program (pilot) to develop advanced teaching roles and organizational models that link teacher performance and professional growth to salary increases in selected local school administrative units for classroom teachers. For the purposes of this section, a classroom teacher is a teacher who works in the classroom providing instruction at least seventy percent (70%) of the instructional day and who is not instructional support personnel. The purpose of the pilot shall be to do the following:

1. Allow highly effective classroom teachers to teach an increased number of students by assuming accountability for additional students, by becoming a lead classroom teacher accountable for the student performance of all of the students taught by teachers on that lead classroom teacher's team, or by leading a larger effort in the school to implement new instructional models to improve schoolwide performance.
2. Enable local school administrative units to provide salary supplements to classroom teachers in advanced teaching roles. Selection of an advanced teaching role classroom teacher and award of related salary supplements shall be made on the basis of demonstrated effectiveness and additional responsibilities.
3. Enable local school administrative units to create innovative compensation models that focus on classroom teacher professional growth and student outcomes.
4. Utilize local plans to establish organizational changes related to compensation in order to sustain evidenced-based teaching practices that have the capacity to be replicated throughout the state.

Mr. Levinson reviewed the timeline, explaining that staff are currently in the process of developing the RFP, which must be released by September 15. He reported that the Department has communicated with LEAs that they should begin in advance of the RFP and become familiar with the legislation, noting that Dr. Tomberlin and others are preparing to provide technical assistance for districts because they must submit their responses by October 15. The State Board must select the programs by December 15. Dr. Atkinson shared that the Department is following the existing SBE policies in developing the RFP and its evaluation.

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## ❑ **Alternative Teacher Preparation**

### ❖ **Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent)**

Dr. Garland prefaced this presentation by referring Board members to the two attachments located on eBoard; the first attachment is the provision and the second attachment is the Board's current policy that deals with lateral entry programs. Dr. Garland shared that an Internal Review Committee will look at the SBE policy to determine how it must be modified to align with the new requirements; and, if necessary, the policy revisions will be brought to the Board for adoption.

Dr. Garland reviewed Section 8.27.(a) of the budget bill, which requires that the State Board of Education (SBE) shall establish a Request for Proposal (RFP) for up to five local alternative teacher preparation programs (LATP programs) administered by local boards of education to prepare, support, and recommend initially licensed lateral entry teachers for continuing licensure. According to the provision, the LATP program shall be administered by a local board of education with a minimum student population of 20,000 or higher or by a coalition of local boards of education that together have a minimum student population of 20,000 or higher. The program must include at least 150 contact hours of pedagogy and content. Local boards of education shall include evidence of relevant partnerships with institutions of higher education, including community colleges, private two-year colleges, and public or private colleges and universities. In addition, there must be 150 contact hours with mentor teachers, classroom coaching, and periodic evaluations for the teacher working with lateral entry. Dr. Garland explained that the expectation is that there is a 70% completion rate – if a teacher starts work in an LEA that has such a program and moves to an LEA that does not, the teacher must be given credit for the work he/she has done.

Dr. Garland reviewed the timeline, noting that the programs are to be implemented in 2017-18. An RFP is to be issued by September 15, 2016. The proposals are due back by January 6, 2017, and the State Board will select up to five by March 15, 2017. There are no additional funds provided for these programs; an LEA must be able to offer the programs within the resources it has. According to Dr. Garland, the proposal requires that the LEA or coalition determine the approximate cost per teacher, which she stated may be for potential funding conversations with the General Assembly. She reported further that there will be \$200,000.00 allocated to the State Board of Education to evaluate the programs, noting that the law is very specific about the components the Legislature wants to see evaluated. The Board is to receive an annual status update from the independent research organization. Beginning in 2020, the State Board is required to report annually to the Joint Legislative Education Oversight Committee on the progress of these programs.

## ❑ **Timeline of Reports/Studies/Actions**

### ❖ **Rachel Beaulieu (Legislative Liaison Director)**

Due to time constraints, Chairman Cobey directed Board members to review the timeline of Reports/Studies/Actions, which is located on eBoard.

At this time, the Board adjourned for lunch in the Gallery at 150 North and South for the Financial and Business Services summer intern research presentations.

**RECONVENE IN OPEN SESSION**

After the Board committees concluded their work, Chairman Bill Cobey convened the State Board of Education meeting in Open Session and the following members were present:

William Cobey, Chairman  
A.L. “Buddy” Collins, Vice Chairman  
Dan Forest, Lt. Governor  
Gregory Alcorn  
Todd Chasteen

Eric C. Davis  
Wayne McDevitt  
Olivia Oxendine  
Rebecca Taylor  
Amy White  
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent  
Christine Fitch, Local Board Member Advisor  
Freddie Williamson, Superintendent Advisor

Melody Chalmers, Principal of the Year Advisor  
Bobbie Cavnar, Teacher of the Year Advisor  
Yates McConnell, Senior Student Advisor

**CLOSED SESSION**

Noting for the audience that the Board will immediately adjourn following its Closed Session, Chairman Cobey called for a motion to go into Closed Session.

*Upon motion made by Vice Chairman A. L. Collins and seconded by Mr. Greg Alcorn, the Board voted unanimously to direct the BSOP Committee Chairman and Vice-Chairman to meet and confer with DPI staff to develop a recommendation that addresses the non-recurring budget reduction for DPI; and that the SBE Chairman will convene the Executive Committee of the State Board of Education to receive that recommendation and take the appropriate action.*

Chairman Cobey requested a motion to adjourn the Wednesday session of the State Board of Education meeting.

*Upon motion made by Mr. Eric Davis and seconded by Mr. Wayne McDevitt, the Board voted unanimously to recess the State Board of Education meeting until Thursday, August 4, 2016, at 9:00 a.m.*

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William Cobey, Chairman  
A.L. “Buddy” Collins, Vice Chairman  
Gregory Alcorn  
Todd Chasteen  
Eric C. Davis  
Reginald Kenan

Wayne McDevitt  
Olivia Oxendine  
Rebecca Taylor  
Amy White  
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent  
Christine Fitch, Local Board Member Advisor  
Freddie Williamson, Superintendent Advisor

Melody Chalmers, Principal of the Year Advisor  
Bobbie Cavnar, Teacher of the Year Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman William Cobey called the Thursday session of the August 2016 State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, online listeners, and Twitter followers to the meeting. Chairman Cobey noted that the Board’s meetings are audio-streamed each month and are accessible through a link posted at the bottom of the eBoard agenda, along with all of the Board materials. Following a brief overview of the Thursday agenda, noting Special Recognitions, and voting on Action items, Chairman Cobey explained that August meetings are always busy with staff dissecting newly passed legislation for new requirements and with year-round schools in session while traditional calendar schools are preparing to open. The Chairman announced that the Board officially welcomes its new Board members and advisors today.

**ETHICS STATEMENT**

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this

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meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Board member Todd Chasteen was recognized to lead the Board with the Pledge of Allegiance.

## **APPROVAL OF MINUTES**

### ***Discussion/Comments:***

- Chairman Cobey requested a motion to approve the minutes of the July 7, 2016, State Board of Education conference call meeting.
- There was no discussion.

*Mr. Eric Davis made a motion to approve the minutes of the July 7, 2016, State Board of Education meeting. Seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the minutes as presented.*

## **WELCOME TO NEW STATE BOARD OF EDUCATION MEMBERS AND ADVISORS**

### **➤ New State Board of Education Members:**

- ❖ **Ms. Amy White (Garner – North Central Education Region)**
- ❖ **Mr. Todd Chasteen (Blowing Rock – Northwest Education Region)**

Chairman Cobey introduced and welcomed Ms. Amy White, representing North Central Education Region. He shared that Ms. White lives in the Garner area and served on the Wake County Board of Education from 2001-2005. She has also worked in economic development and membership recruitment for the Garner Chamber of Commerce. In 2013, Governor McCrory appointed Ms. White to the NC Commission of Volunteerism and Community Service.

Chairman Cobey introduced and welcomed Mr. Todd Chasteen, representing the Northwest Education Region. He lives in Blowing Rock and currently serves as Corporate Counsel for Samaritan's Purse in Boone. He has also served in other executive management roles with Samaritan's Purse. Prior to his time with Samaritan's Purse, Mr. Chasteen worked as a Senior Attorney Advisor for the Honorable Lawrence Wright at the U.S. Tax Court in Washington, DC.

Following each introduction, Ms. White and Mr. Chasteen were invited forward individually to receive an SBE brief case, mug, and pin. The presentations were photographed.

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➤ **New State Board of Education Advisors:**

- ❖ **Dr. Freddie Williamson (Superintendent Advisor; 2016 NC Superintendent of the Year)**
- ❖ **Ms. Melody Chalmers (Principal of the Year Advisor; 2016 Wells Fargo NC Principal of the Year)**
- ❖ **Mr. Bobbie Cavnar (Teacher of the Year Advisor; 2016 Burroughs Wellcome Fund NC Teacher of the Year)**

Chairman Cobey explained that each of the new State Board of Education Advisors have been validated by their peers as outstanding educators as evidenced by the titles they have been given that have earned them a place at this table as advisors.

Chairman Cobey introduced Dr. Freddie Williamson (Superintendent, Hoke County Schools and the 2016 Superintendent of the Year). He noted that Dr. Williamson was also one of four national finalists for National Superintendent of the Year.

Next, Chairman Cobey introduced Ms. Melody Chalmers, the current North Carolina Wells Fargo Principal of the Year. She is the principal at E.E. Smith High School in Cumberland County.

And, last but not least, Chairman Cobey introduced Mr. Bobbie Cavnar, who teaches at South Point High School and was named North Carolina's Burrough's Wellcome Teacher of the Year this spring.

All of the advisors were invited forward to receive a plaque and other Board items. The presentations were photographed.

As a point of personal privilege, Dr. Olivia Oxendine noted that two of the three "of the years" new advisors belong to the Sandhills Region.

## **SPECIAL RECOGNITIONS**

- **2016 President's Readiness Trailblazer Award from Southern Regional Education Board**
- ❖ **Dr. Jennifer Curtis (Section Chief, Mathematics K-12, NC Department of Public Instruction)**

State Superintendent June Atkinson recognized Dr. Maria Pitre-Martin and Dr. Tiffany Perkins to honor Dr. Jennifer Curtis.

Dr. Pitre-Martin prefaced this special recognition by stating that it is not very often that you have the opportunity to review and vet someone's resume and go through the hiring selection process and a few years later are able to witness that person presented with a regional award. Dr. Pitre-Martin shared that this recognition is not only an honor for Dr. Curtis, but also for the Department as well. She stated that many DPI staff are known nationally and regionally for their leadership, and today's award is an example of outstanding work that comes from the Department. Dr. Pitre-Martin recognized Dr. Tiffany Perkins for additional comments and to introduce the guests from the Southern Regional Education Board (SREB) for this award.

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Dr. Perkins noted that she, too, was honored to recognize a truly invaluable team member of the K-12 Curriculum and Instruction Division and agency. She explained that as she and State Board members have been privileged to observe over the past year, Dr. Jennifer Curtis consistently demonstrates her commitment to excellence in mathematics education in North Carolina. She added that Dr. Curtis has been a leader both regionally and nationally as a champion for preparing students for college and careers, and explained that Dr. Curtis will receive an inaugural SREB award today. She invited Mr. John Squires (SREB Director, High School to College Readiness Program) to the podium for the award presentation.

Mr. Squires prefaced the presentation by explaining that Mr. Dave Spence (Chief Academic Officer, SREB) had originally planned to be present for this award presentation, but had a scheduling conflict. Mr. Squires conveyed Mr. Spence's congratulations to Dr. Curtis. He also stated that North Carolina and Dr. Jennifer Curtis have been trailblazers in terms of taking a course and spreading it statewide rapidly. He explained that Dr. Curtis oversaw implementation of Math Ready in more than 350 North Carolina high schools in just two years; more than 12,500 students have been impacted, showing significant learning gains on pre- and post-test studies of the North Carolina Early Mathematics Placement Test. He noted that this achievement is phenomenal. He added that it was also important to note that Dr. Curtis assisted with writing both the Math Ready course and the new Ready for High School Math course.

Mr. Squires presented the 2016 President's Readiness Trailblazer Award to Dr. Jennifer Curtis for her outstanding teaching and leadership with SREB readiness courses, which help underprepared students succeed in high school and postsecondary studies. The five inaugural winners were honored at SREB's Readiness Courses Institute July 12, 2016, in Louisville, Kentucky.

The presentation was photographed. Dr. Curtis thanked Mr. Squires and SREB for recognizing North Carolina. She shared her appreciation that the award is presented to her, but acknowledged that the work is the result of a larger team at DPI and in our schools. She noted that principals took risks with the course, students are doing well, and the teachers have been trained and are enthusiastic about the course. In addition to the members of her math team, Dr. Curtis thanked Drs. Atkinson, Pitre-Martin, and Perkins for their support.

### ➤ **National Presidential Career and Technical Education Scholar**

#### ❖ **Mr. Carter Jones (Southern Wayne High School, Wayne County Public Schools)**

State Superintendent June Atkinson recognized Ms. Joanne Honeycutt, Career and Technical Education Division Director, for this national award presentation.

Ms. Honeycutt prefaced this presentation by explaining that the U.S. Presidential Scholars Program was established in 1964, and North Carolina has had a number of students receive that recognition. In 2015, President Obama issued an Executive Order to recognize excellence among students in career and technical education (CTE). Ms. Honeycutt explained that, in collaboration with Dr. June Atkinson and her assistant, Monique Wertis, and Felicia Gray-Watson, a process to scour the state for the best of the best in CTE was set in motion.

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The criteria included high academic achievement, students who embody the fundamental philosophy of CTE and who are involved in their student organizations, students who have taken a number of courses and were concentrators, and had work-based learning or real experience. Five out of the twenty-three applications received from across the state were selected to advance to the national-level competition.

Ms. Honeycutt introduced North Carolina student Carter Jones of Wayne County Schools who was one of 20 students across the nation selected as a National Presidential Career and Technical Education Scholar. Mr. Jones is a recent graduate of Southern Wayne High School. He is an Agricultural Education concentrator, an FFA member, holding various leadership roles in that organization and competed in numerous career development and leadership events. Ms. Honeycutt explained that in learning about Mr. Jones, it is easy to see that he has a passion for learning, a strong work ethic, and not afraid to take responsibility. She shared that Mr. Jones works on his family's farm where, at times, he has been in charge of managing the operations. This is a huge responsibility when the family's livelihood depends on those decisions, according to Ms. Honeycutt. In closing comments, Ms. Honeycutt stated that Mr. Jones embodies the best of the best in CTE for North Carolina. She added that his experiences and destination in the fall of North Carolina State University, majoring in Agriculture Business, helps to dispel the myth that you are career or college, which embodies the State Board's vision of the importance of "and," being College "and" Career Ready.

Ms. Honeycutt presented Mr. Carter Jones, who was honored in the inaugural class of the CTE U.S. Presidential Scholars, with a congratulatory plaque from the State Board of Education. The presentation was photographed.

Mr. Jones thanked State Board members for recognizing him today and for everything they do for the public schools of North Carolina. He shared that he could not have gotten where he is today without support from his family and the teachers at Southern Wayne High School.

## **SPECIAL PRESENTATION**

- **Connecting Classrooms to the Future: Project-Based Inquiry Global**
  - ❖ **Dr. Hiller Spires (Senior Research Fellow and Professor, Friday Institute, North Carolina State University)**

Chairman Cobey recognized Board member Wayne McDevitt (Chairman of the Special Committee on Global Education) to introduce Dr. Hiller Spires.

Chair McDevitt provided context for this presentation by explaining that, following the Board's retreat in 2011 and because a lot of discussion occurred about global activities around the world, the Board decided to have a Global Education Task Force to develop a plan to move forward. Following a lot of input from IHEs, public schools, private sector, et. al., the Board adopted a Global Education Plan. He encouraged Board members to read the plan, which is located online and continues to be a roadmap for the committee. In 2013, Chairman Cobey asked that the committee be reinstituted to move forward with the implementation of the plan. Chair McDevitt reported that Board members Patricia Willoughby and



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Olivia Oxendine serve on the Committee. Chairman Cobey appointed Board member Todd Chasteen to serve on the committee as well.

Chair McDevitt elaborated briefly about the plan, which includes a number of recommendations and findings as well as specific action items, noting that significant progress has been made towards those action items. In addition, he shared that several entities around the nation have recognized the work of this committee, including the U.S. Department of Education and two members of the U.S. House as they referenced North Carolina's report in some of their dialogue on the floor. According to Chair McDevitt, the Asian Society claims that North Carolina is the only place in America that is focused on global education in the way that we are.

Chair McDevitt also elevated the rubrics for global-ready schools and global-ready districts, and the adoption by this Board on badging for teachers. He added that the Board will recognize the first teacher to accept that badging later in the fall. It is within that framework that the Committee on Global Education is working with a lot of partners, such as World View and the International Center for Understanding. Chair McDevitt pointed out that a group called the Coalition for Global Competitiveness recently announced a "World of Opportunity," which is a blueprint for Global Education

At this time, Chair McDevitt introduced Dr. Hiller Spires who is the founding director of the Friday Institute at NC State University (NCSU). He added that what Dr. Spires is doing at the Friday Institute is a great asset to our work. Drawing attention to the handout for this presentation, Chair McDevitt recognized Dr. Spires to present a component of her work at the Friday Institute (*Connecting Classrooms to the Future: Project-Based Inquiry Global*) that enhances our global education work.

Using a PowerPoint presentation, Dr. Spires explained that the Friday Institute is contextualizing this work in the New Literacies Collaborative created more than nine years ago. She explained that the goal in this collaborative is to address the question, what does it mean to be literate in contemporary times? Addressing this question has been done through conducting research, and providing professional development for teachers with a focus on how emerging technologies are impacting literacy. The professional development trainings have been conducted in North Carolina, Massachusetts, Rhode Island, and Beijing Royal School and Suzhou North America High School in China.

Dr. Spires organized her remarks in Project-Based Inquiry Global in three assertions:

1. Our world is constantly changing, i.e., population demographics and how the task demands in the workforce are changing  
Using graphs and maps, Dr. Spires provided research data to show demographic shifts related to the racial and ethnic enrollment in U.S. public schools; youth population change in North Carolina – 2010-2030; the percent of immigrant population, which shows Asians projected to become the largest immigrant group, surpassing Hispanics; percent of low-income students in US Public Schools – 2013 national average of 51% - NC's average is 53%, based on 2013 data; and non-routine tasks on the rise in the US Labor Market. Dr. Spires spoke about the steady change in the nature of tasks at work, increasingly the tasks are changing to be non-routine interpersonal and non-routine analytic.

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## 2. Global Readiness for All Students

Dr. Spires elaborated on the Project-Based Inquiry (PBI) Global process where a partnership has been created with Suzhou North America High School and Wake STEM Early College High School where the inquiry process has been implemented at a deep level so that students are able to collaborate across time, space, and culture in order to answer a compelling question, design a product, and share that multi-media product with their school colleagues through technology. Dr. Spires provided a two-minute video to provide a look into that process, which is not an add-on, but rather embedded into the curriculum.

Due to the larger partnership with Suzhou North America High School, they asked the Friday Institute to be a creative partner as they designed a state-of-the-art high school in Suzhou, which opens this year. Dr. Spires shared photographs of the school.

## 3. Global Readiness for All Teachers

Dr. Spires spoke about the importance of embedding global content in Teacher Preparation Programs, noting that they have been doing this in several ways at NCSU.

- New Literacies and Global Learning (NLGL) is a Master's degree program where global connections are embedded into the inquiry processes, and the emerging technologies into the actual training. She added that one of the areas in the NLGL is a literacy cohort where they are actually training literacy specialists within that program. Last year, 26 teachers were admitted into the reading specialist program; tuition costs were covered through grant funds. This year, 20 new teachers will be admitted into the program. Dr. Spires shared that we are embedding those global connections and the emerging technologies within the focus of the reading specialist as another way to ensure that these types of activities are reaching our lower-performing students.
- New Literacies Teacher Leader Institutes (NLI)  
Dr. Spires elaborated on the NLI, which was created in 2009 by a group of literacy professors from four universities and initially launched at the Friday Institute. The group of professors worked collaboratively to design the NLI professional development model, which is based on principles of new media literacies, project-based inquiry, and technological pedagogical content knowledge. Through a capacity-building framework, self-sustaining follow-up institutes are being launched in different states and countries, according to Dr. Spires. She shared a two-minute video so that Board members could see that process in action. Dr. Spires reiterated that a key feature of that training is that teachers learn the project-based inquiry process so that they can go back to their classrooms to work with their students and make those global connections.

In closing comments, Dr. Spires expressed appreciation to the Board for their work and leadership, and for their vision to ensure North Carolina's children and teachers are connected to the world and the world to North Carolina classrooms.

Chairman Cobey stated that he would like to see how the demographics are predicted going forward, particularly as it relates to the Asian population exceeding all other ethnic groups in 2065. Dr. Spires stated that for both the Hispanic and Asian populations, the data are tied to immigration populations.

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Chair McDevitt shared that this past spring, along with Chairman Cobey and Board member Patricia Willoughby, he had the opportunity to see Project-Based Inquiry in action. He spoke briefly about that experience.

Board member Alcorn commented on the non-routine and interpersonal skills. He noted that one of comments made by Dr. Spires about global readiness for teaching was about teaching them how to teach students to ask compelling questions. Mr. Alcorn suggested that, in his opinion, this should be in every eighth-grade curriculum. He asked Dr. Spires to describe how this is done. In response, she explained that there is quite a bit of research on asking questions because we know that if you have powerful questions, it will help the students be more engaged and will help them learn in a deeper way. She added that the Friday Institute has a process and the Department of Public Instruction has support materials on how to support your students to ask compelling questions. She explained that they go through a scaffolding process because students typically start off with simple questions. They are then supported to have more nuances in order to dig deeper and have subsets of their questions. Then the students do the research to figure out the answers. Students then have it from the Chinese perspective and from the North Carolina student perspective. They have to negotiate the answers and create a product to represent what they learned. As it relates to asking questions, Board member Olivia Oxendine asked how the students from China and North Carolina arrive at the same provocative question. Dr. Spires talked briefly about the use of Quip technology (Quip) in the negotiating process. With regard to the 12-hour difference in time, they go through several cycles until they all agree. Board member Patricia Willoughby spoke briefly about students across the globe working on compelling questions together.

Referencing the earlier conversation related to immigrant issues, Chair McDevitt shared that he recently noticed a data point in the *Winston-Salem Journal* that three out of ten manufacturing jobs in North Carolina are supported directly or indirectly by foreign companies. In addition, he noted that when asked the question, “Should the U.S. be engaged in the global economy?” 49 percent of the respondents said no. Mr. McDevitt stated that there is much work to be done. He thanked Dr. Spires for the partnership.

Chair McDevitt announced that the Summit on US/China Education will be held at the Friday Institute at NC State on Thursday, September 1. Dr. Spires shared that this is the 5<sup>th</sup> Summit and the theme is “NC & China: Connecting, Collaborating and Creating for the Future.” As a reminder, Mrs. Willoughby explained that this Summit is held every other year and is a partnership with the Friday Institute, DPI, and other entities. The panel will explore partnerships at the intersection of Government and Politics, Business and Industry and Education and Learning. She shared that a current member of a Chinese professional basketball team who previously played in the NBA, and happens to be from Raleigh and played at Duke, will speak about his experience of living and working in China. Registration is free and open to the public.

In closing comments, Chair McDevitt stated that as we move forward over the next few months, Board members will hear about a lot of global education activities from a number of partners. He also noted that North Carolina teachers are teaching in several countries around the world and 69 students from North Carolina are attending school in five of the six continents.

**STATE SUPERINTENDENT'S REPORT****Study Finds North Carolina Schools Improved Significantly - NC Jumps from 37th to 19th Best in the Country during Last Two Years**

This week the Wallet Hub released a report that shows that, over the past two years, North Carolina has improved 18-spots in Wallet Hub's rankings of the quality of education in all 50 states, breaking through to the top-20 best schools in the country. In 2014, Wallet Hub ranked North Carolina schools 37 out of 50 states plus the District of Columbia. But in newly released rankings for 2016, North Carolina improved to No. 19. Board members were provided with the LEA ranking and how the ranking was determined. Major components include school system quality, safe and orderly schools, graduation rates and low dropout rates.

**North Carolina Meets USED Requirements on Special Education**

North Carolina was among 24 states nationwide that met US Department of Education requirements of the Individuals with Disabilities Education Act for the 2014-15 school year.

Besides how well public schools met rules and regulations spelled out in the IDEA, states were measured on results data such as

- Participation in state tests and the National Assessment of Education Progress (NAEP)
- Percentage of students with disabilities scoring at or above basic on the NAEP
- Percentage of students who dropped out
- Percentage of students who graduated with a regular high school diploma

The remaining 26 states and the District of Columbia required some support in meeting the requirements of IDEA.

**Allotments Released - Local Education Agencies receive initial 2016-17 funding**

NC DPI's School Business Division has posted its initial school allotments – the allocation of state and federal funds to 1

local education agencies (LEAs) after the adjournment of the General Assembly.

- The initial allotments were processed and posted to MSA on July 14, 2016, the same day Governor Pat McCrory signed the State Budget Act (HB 1030) into law.

By law, the Division has 10 days to post the initial allotments.

**Superintendents' Quarterly - Local superintendents meet with DPI staff in Research Triangle Park**

Superintendents from North Carolina's 115 local school districts met with NC Department of Public Instruction staff July 21 in RTP. Topics included

- Framing the story of public education
- Department of Defense Resources for Education
- Tour of US Army STEM van

**Special Recognitions:****NC CTE director advances to national presidency**

NC DPI Career and Technical Education Division Director Jo Anne Honeycutt has assumed the presidency of the national organization Advance CTE.

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- *Advance CTE: State Leaders Connecting Learning to Work* is the longest-standing national non-profit that represents state directors and state leaders responsible for secondary, postsecondary and adult Career Technical Education (CTE) across all 50 states and US territories.
- Honeycutt was elected to the office of Secretary/Treasurer two years ago, then served as vice-president and transitioned to president July 1

### **North Carolina School Superintendents' Association announces recipient of the 2016 NCSSA Brad Sneed Leadership Award**

Rob Jackson, Superintendent of Edenton-Chowan Schools is the recipient of the inaugural Brad Sneed Leadership Award. The award is presented in honor and recognition of a superintendent who has demonstrated a strong commitment to

- life-long learning
- unwavering integrity in leadership
- transformation of vision into action

Dr. Jackson was selected by fellow superintendents and through partners in the NGSDP. A career educator, Brad Sneed was a former deputy superintendent at the NC Department of Public Instruction.

### **Educators win readiness awards**

Five educators were honored recently for their work to help underprepared students succeed. These Southern Regional Education Board (SREB) awards recognize outstanding teaching and leadership with SREB Readiness Courses. There were two winners from North Carolina

- Jeff McCulloch received the Outstanding Math Ready Teacher Award. McCulloch is a teacher at Eugene Ashley High School in New Hanover County.
- Jennifer Curtis received the President's Readiness Trailblazer Award. Curtis is the Section Chief for K-12 Mathematics at the North Carolina Department of Public Instruction.

### **Professional Development – Educators flock to summer workshops and conferences**

Career and Technical Education's 2016 Summer Conference drew nearly 3,000 participants to Greensboro July 11-14 as one of a number of professional development opportunities offered across North Carolina.

Other opportunities included

- Five EVAAS sessions to train teachers on the policies and practices of EVAAS, Analysis of Student Work, and Student Surveys with four sessions already completed and more than 700 people have attending.
- The 2016 English Learners (EL) 3<sup>rd</sup> Annual Conference, held July 26-28 in Greensboro, drew some 300 teachers, district EL leaders, and others. The conference included sessions in best practices, digital tools, collaboration, and portfolio development.

In addition to the EVAAS sessions, the 2016 Fall Principal READY sessions have been announced and will be held in October and November. These sessions will be held in all eight regions of the state.

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### **New Additions Join DPI Team**

- LaShon Creech – Technology Support Analyst – Infrastructure Support
- Sara Gibson – School Educator I - Office of Early Learning
- Odessa Mann – Education Consultant II – Digital Teaching and Learning
- Jennie McGuire – Education Consultant I – K-3 Literacy
- Mary Shaw – School Educator II – Office of Early Learning
- Ronda Sortino – Education Program Administrator I – Exceptional Children

### **Recent Activities of the State Superintendent**

- ❑ **Attended and/or delivered remarks/keynote address at**
  - Council of Chief State School Officers’ Summer Leadership Conference, Albuquerque, NM
  - Council of State, Raleigh, NC
  - Lakewood Preschool Cooperative Summer Camp visit, Charlotte, NC
  - ECPPS Summer Leadership Conference, Elizabeth City, NC
  - NCASBO Graduation, Durham, NC
  - Superintendents’ Quarterly – Storytelling Workshop, Research Triangle Park, NC
  - NC Sheriff’s Association Annual Training Conference, Sunset Beach, NC
  - Women in Leadership, Research Triangle Park, NC
  - NCAE Instructional Leadership Institute Graduation, Raleigh, NC

### **Digital Learning Plan**

Dr. Atkinson recognized Dr. Maria Pitre-Martin to provide a status update on the Digital Learning Plan.

Dr. Pitre-Martin explained that work on the Digital Learning Plan is being done in partnership with the Friday Institute. She reminded Board members that on Wednesday, Mr. Philip Price (Chief Financial Officer) provided an overview of the budget, noting that \$4.7 million has been allocated to implement the Digital Learning Plan. Dr. Pitre-Martin spoke briefly about recent activities, noting that prior to the allotment of funds the Digital Learning Plan was approved and published in September 2015. In July 2016, the Digital Learning Competencies for educators across the state were approved. Staff members have spent the last month introducing those competencies to educators across the state, and LEAs have gone through a Digital Learning Rubric to indicate where they are as it relates to readiness to be able to implement the Digital Learning Plan.

Dr. Pitre-Martin shared that the Department feels it is in a good place to move forward with Section 8.23 of the Budget Bill. She reviewed the six critical components in that provision, which speak to the implementation of the Digital Learning Plan:

1. Professional Learning Programs
2. Cooperative Purchasing of Content
3. Develop and Enhance Infrastructure Maintenance and Support of the Technology
4. Modifying State Policies
5. Implementing Continuous Improvement Process
6. Creating Assessments

Dr. Pitre-Martin reported that currently four workgroups have been organized consisting of staff members from DPI and the Friday Institute to develop the implementation process for the plan. In

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closing comments, Dr. Pitre-Martin stated that this is the first of many updates that will be provided regarding the implementation of the Digital Learning Plan.

### **Regional Teachers of the Year and Principals of the Year**

State Superintendent Atkinson recognized Dr. Yvette Stewart to introduce the 2016 Regional Teachers of the Year and Regional Principals of the Year.

Dr. Stewart prefaced the introductions by explaining that, as the State Program Coordinator, she is working together with the regional Teachers of the Year and Principals of the Year on an initiative called the Educator Quality Workgroups. She explained that this is an opportunity for these individuals to showcase and share their talents and expertise among their peers through professional learning. She added that the Department is aware that the Teachers of the Year and Principals of the Year have long been an untapped resource. The purpose of the workgroups is to pair regional needs with the knowledge of these individuals, according to Dr. Stewart.

At this time, Dr. Stewart introduced the 2016 North Carolina Regional Teachers of the Year:

- Northeast: Ms. Marie Smith (5<sup>th</sup> Grade Science and Math Teacher, Conway Middle, Northampton County Schools);
- Southeast: Ms. Katie Snyder (9-12 World History/Psychology Teacher, Hoggard High, New Hanover County Schools);
- North Central: Ms. Margaret McNeill (7<sup>th</sup> grade English/Language Arts Teacher, Dunn Middle (Harnett County Schools);
- Piedmont-Triad: Mr. Kevin Scharen (9-12 Math Teacher, Graham High, Alamance-Burlington Schools);
- Northwest: Ms. Leah Hayes (Kindergarten Teacher, South Newton Elementary, Newton-Conover City Schools);
- Western: Ms. Angel Ledbetter (9-12 Social Studies Teacher, Rutherford Early College High (Rutherford County Schools);
- Charter Schools: Mr. Brandon Brown (11-12 U.S. History Teacher, Lake Norman Charter (Mecklenburg County); and
- Sandhills: Ms. Olivia Hall (6<sup>th</sup> Grade Language Arts Teacher, Roseboro-Salemburg Middle (Sampson County Schools).

2016 Regional Principals of the Year:

- Northeast: Mr. William Peele, III (Bertie Middle, Bertie County Schools);
- Southeast: Ms. Molly White (Lincoln Elementary, Brunswick County Schools);
- North Central: Mr. Matthew Hunt\* (Northern High, Durham Public Schools);
- Piedmont-Triad: Mr. Wayne Duggins (South Stokes High, Stokes County Schools);
- Southwest: Dr. Murry Furr\* (South Mecklenburg High, Charlotte-Mecklenburg Schools);
- Northwest: Ms. Kelly Nicholson (Oxford Elementary, Catawba County Schools); and
- Western: Ms. Peggy Marshall (Sugarloaf Elementary, Henderson County Schools).

### **2016 Teacher of the Year**

- Southwest: Bobbie Cavnar (South Point High, Gaston County Schools);

## 2016 Principal of the Year

➤ Sandhills: Ms. Melody Chalmers (E.E. Smith High, Cumberland County Schools);

\* Not present

State Superintendent Atkinson announced as the teachers were coming forward for photographs, that these regional Teachers of the Year and Principals of the Year serve on her State Superintendent's Teachers and Principals Advisory Committees, and are very instrumental in providing feedback that is shared with the State Board about important issues.

## CONSENT AGENDA

Chairman Cobey moved to the Consent Agenda, which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent Agenda to be discussed on an individual basis.

Chairman Cobey noted a total of seven items for consideration, and asked if any Board members wanted to remove any item from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve the slate of consent items as presented.

*Upon motion by Mr. Reginald Kenan and seconded by Mr. Eric Davis, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments SLA 2, SLA 3, SLA 4, SLA 5, SLA 6, BSOP 7 and BSOP 8)*

## **STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT** (Mr. Eric C. Davis, Chair; and Dr. Olivia Oxendine, Vice Chair)

### ***CONSENT***

#### **SLA 2 – Policy Delineating the Components of the READY Accountability Model**

**Policy Implications:** General Statute §115C-105.20; SBE Policy #GCS-C-020; ESSA

#### **SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.



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**Objective 1.5:** Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

**Description:**

The READY Accountability Model approved by the State Board of Education includes student performance on end-of-grade assessments in English language arts/reading and mathematics at grades 3–8 and in science at grades 5 and 8. For high schools, the components of the model include: (1) Math 1, English II, and Biology end-of-course assessment results; (2) ACT results from a statewide administration of 11<sup>th</sup> grade students; (3) four-year and five-year graduation rates; (4) math course rigor; (5) WorkKeys results from the administration to Career and Technical Education Level II completers; and (6) as an option, implementation of a graduation project.

The accountability model will report the current year status, growth, and progress (targets over time). The policy specifies the components of the state accountability model and the inclusion of assessments in each report: Status, Growth, and Progress. Accountability Services updates SBE Policy #GCS-C-020 annually to reflect what will be included in the accountability model. Therefore, staff recommends SBE policy #GCS-C-020 is updated to reflect what will be included in the accountability model for the 2016-17 school year.

**Recommendation(s):**

It is recommended that the State Board of Education approve the updated policy.

**CONSENT**

**SLA 3 – Report to the NC General Assembly: Students with Disabilities – Annual Child Count**

**Policy Implications:** General Statute §115C-107.3(a); Session Law 2007-292; (HB 18, Sec. 3)

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Goal 2:** Every student has a personalized education.

**Objective 2.1:** Increase the number of students who graduate from high school with post-secondary credit.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

**Description:**

This item is submitted to the State Board of Education (SBE) to comply with the following legislative mandate: the SBE shall require an annual census of all children with disabilities residing in the state. The census shall be conducted annually and shall be completed by October 15, submitted to the Governor and General Assembly and made available to the public by January 15 annually.

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**Recommendation(s):**

It is recommended that the State Board of Education accept this report for submission to the Governor and the General Assembly.

**CONSENT**

**SLA 4 – Report to the NC General Assembly: Educational Performance of Children with Disabilities**

**Policy Implications:** General Statute §115C-107.5; Session Law 2006-69 (HB 1908, Sec. 2)

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Goal 2:** Every student has a personalized education.

**Objective 2.1:** Increase the number of students who graduate from high school with post-secondary credit.

**Objective 2.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

**Description:**

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) requires each state to submit a State Performance Plan/Annual Performance Report (SPP/APR). The SPP is a six-year performance plan, which evaluates the state's efforts to implement the requirements of the IDEA and improve its results for students with disabilities. It describes how North Carolina will improve its performance on 17 prescribed indicators. Fourteen of the SPP indicators (Indicators 1-14) focus on educational outcomes for students with disabilities, as well as compliance with the IDEA. Indicators 15-16 review some of the State Education Agency's general supervision authority under the IDEA with regard to dispute resolution. Indicator 17 is the State Systemic Improvement Plan (SSIP) that focuses on results for students with disabilities. North Carolina established and/or used required measurable and rigorous targets for each of the 17 indicators and must report annually through the APR on the performance of the state.

The SPP/APR Indicators 1-16 were submitted to the United States Department of Education (USED) on February 1, 2016. Indicator 17/SSIP was submitted, as required, by April 1, 2016. Attached are the North Carolina Part B Annual Performance Report, Indicators 1-16 and Indicator 17 – State Systemic Improvement Plan.

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**Recommendation(s):**

It is recommended that the State Board of Education accept this report for submission to the General Assembly.

**CONSENT**

**SLA 5 – Field Testing and Special Studies for 2016-17 School Year**

**Policy Implications:** General Statute §115C-174.12(b1); SBE Policy #GCS-A-015

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.

**Objective 1.5:** Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

**Description:**

General Statute §115C-174.12 (b1) states:

“The Superintendent shall notify local boards of education by October 1 of each year of any field tests that will be administered in their schools during the school year, the schools at which the field tests will be administered, and the specific field tests that will be administered at each school.”

Attached is the list of the 2016-17 field tests and special studies. Consistent with G.S. §115C-174.12(a2) and State Board of Education (SBE) policy #GCS-A-015, no school will be required to participate in more than two field tests at a given grade.

LEAs/charter schools are permitted to file an official appeal requesting that a school be excluded from a specific field test sample based on the written justification submitted by the LEA superintendent/charter school director along with the Request for Appeals form. All Requests for Appeals will be collected by the Division of Accountability Services and presented to the Compliance Commission for Accountability in mid-August. The appeals, along with the Compliance Commission recommendations regarding each of the appeals, will be provided to the SBE at the September Board meeting.

**Recommendation(s):**

It is recommended that the State Board of Education provide input to the NC Department of Public Instruction regarding the 2016-17 field tests and special studies list and provide any necessary guidance prior to schools being notified in September regarding required participation.

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## ***CONSENT***

### **SLA 6 – Read to Achieve Guidebook**

**Policy Implications:** General Statute §115C-83.1; SBE Policy #GCS-J-002

#### **SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 2.5:** Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Carolyn Guthrie (Director, K-3 Literacy)

#### **Description:**

General Statute §115C-83.1 outlines components of the North Carolina Read to Achieve Program that became effective with the 2013-14 school year. The goal of this program is “to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success.” There are seven major components of this program that include:

- a comprehensive plan for reading achievement,
- a developmental screening and kindergarten entry assessment,
- the facilitation of early-grade reading proficiency,
- the elimination of social promotion,
- the successful reading development for retained students,
- notification requirements to parents and guardians, and
- accountability measures.

In February 2013, the State Board of Education approved a Read to Achieve Guidebook that gave an overview of the legislation and details of responsibilities of the state, the LEA, the school, and the teacher with regards to the Read to Achieve legislation. The Read to Achieve Guidebook has been updated. HB 97 added first and second grade reading camps. Reading camp flow charts and narratives for identifying students for reading camps and for the focus of instruction for students have been added. The requirements for reporting numbers and percentages of first and second grade reading camp students have also been added in the updates to the Guidebook.

#### **Recommendation(s):**

The State Board of Education is asked to approve the updates to the Read to Achieve Guidebook.

## ***CONSENT***

### **SLA 7 – Committee of Practitioners SBE Member Appointee**

**Policy Implications:** SBE Policy #TCS-B-002, TCS-B-011, TCS-C-013; Every Student Succeeds Act (ESSA)

#### **SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

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**Objective 4.3:** Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Donna Brown (Director, Federal Program Monitoring and Support)

**Description:**

The Every Student Succeeds Act (ESSA) was signed into law December 10, 2015, and reauthorizes the Elementary and Secondary Education Act of 1965. Section 1603(b) of ESSA law requires each state education agency (SEA) that receives funds under ESSA to create a State Committee of Practitioners (COP) to advise the state in carrying out its responsibilities under ESSA.

The law requires that the membership of the committee be comprised of the following representatives:

1. teachers from traditional public schools and charter schools and career and technical educators
2. principals and other school leaders
3. parents
4. members of local school boards
5. representatives of private school children
6. specialized instructional support personnel and paraprofessionals
7. representatives of authorized public chartering agencies
8. charter school leaders

Nominations and appointments will be made consistent with requirements of SBE policy #TCS-B-002 – policy governing appointments to advisory committees to the State Board of Education (SBE). In addition, the list of nominees demonstrates compliance with ESSA membership requirements and reflects representatives from each region of the state. At the July 2016 meeting, the SBE approved twenty-two nominees to the COP. In order to complete the full slate of appointments, Mr. Eric Davis has been nominated as a representative of North Carolina’s authorized public chartering agency.

**Recommendation(s):**

It is recommended that the State Board of Education appoint Mr. Eric Davis as the Board representative to the Committee of Practitioners.

**CONSENT**

**BSOP 7 – Delegation of Authority Policy Amendment**

**Policy Implications:** SBE Policy #TCS-C-013

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Goal 2:** Every student has a personalized education.

**Goal 3:** Every student, every day has excellent educators.

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

**Goal 5:** Every student is healthy, safe, and responsible.

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**Presenter(s):** Mr. Martez Hill (Executive Director, State Board of Education Office)

**Description:**

This Board item amends SBE policy #TCS-C-013 to reflect the dual report positions to the State Board of Education and the State Superintendent of Public Instruction since the Chief Performance Office position no longer serves as the interim Charter Schools Officer. The charter schools position is hereby added to the list of dual report positions separately with the title Executive Director of the Office of Charter Schools; the Chief Performance Officer title is amended to delete Charter Schools Officer as a part of the title.

**Recommendation(s):**

It is recommended that the State Board of Education approve the policy amendment as presented.

**CONSENT**

**BSOP 8 – Mathematics and Science Partnership (MSP) Grant**

**Policy Implications:** SBE Policy #TCS-O-001; NCLP Title IIB, MSP Grant

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic Services and Digital Learning) and Dr. Jennifer Curtis (Section Chief, K-12 Mathematics)

**Description:**

Title II, Part B, Sections 2201-2203 of the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act of 2001 (P.L. 107-110) describes the Mathematics Science Partnership (MSP) Program of NCLB. MSP grants are provided on a competitive basis to local education agencies (LEAs) with demonstrated need in mathematics and science. LEAs must propose a program of professional development in partnership with Mathematics and/or Science Departments in Institutions of Higher Education. Grants are given for one year, with the possibility of renewal for two subsequent years.

**Recommendation(s):**

The State Board of Education is asked to amend previous grant approval submitted at the June 2016 SBE meeting of continued funding of this project (Brunswick County) for the amount stipulated in the attachment.

**ACTION AND DISCUSSION AGENDA****EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT****(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)*****ACTION*****EICS 1 – Applications for Reform Models****Policy Implications:** General Statute §115C-105.37B, SBE Policy #GCS-C-040**SBE Strategic Plan:****Goal 1:** Every student has a personalized education.**Objective 1.1:** Increase the cohort graduation rate.**Objective 1.2:** Graduate students prepared for postsecondary education.**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Nancy Barbour (Director, District and School Transformation, Office of the Deputy State Superintendent)**Description:**

A recurring low-performing school is a school that has been low performing for two of the previous three consecutive years. LEAs are given the opportunity to apply for one of four reform models (Transformation, Turnaround, Restart, and Closure), complete an application when needed and submit to the State Board of Education for approval. The materials included are applications and supporting documents submitted for the following schools:

- Siler City Elementary (Chatham County)
- Virginia Cross Elementary (Chatham County)
- Coker-Wimberly Elementary (Edgecombe County)
- Princeville Elementary (Edgecombe County)
- Cook Elementary School (Winston-Salem Forsyth)

**Recommendation(s):**

It is recommended that the State Board of Education approve the applications presented.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday.
- There was no additional discussion.

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*Upon motion by Ms. Rebecca Taylor, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to approve the five applications for Reform Models as presented. (See Attachment EICS 1)*

## **ACTION**

### **EICS 2 – Charter Application Recommendations for Schools Opening in 2017**

**Policy Implications:** General Statute §115C-218.1, SBE Policy #TCS-U-013

## **SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education.

**Objective 1.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Mr. Alex Quigley (Chair, NC Charter Schools Advisory Board), Mr. Steven Walker (Vice Chair, Charter Schools Advisory Board) and Dr. Deanna Townsend-Smith (Lead Education Consultant, Office of Charter Schools)

## **Description:**

The State Board of Education (SBE) annually adopts a process and timeline by which the NCDPI Office of Charter Schools manages the solicitation and review of applications to operate a charter school in North Carolina. At the end of this process, the SBE receives recommendations from the NC Charter Schools Advisory Board (CSAB) regarding which applications for charters should be approved. This year's recommendations from the CSAB are for schools that would open for the 2017-18 school year. On September 25, 2015, twenty-eight (28) applicants submitted applications ahead of the 5:00 PM (EST) deadline. The Office of Charter Schools reviewed all twenty-eight (28) of those applications to ensure that they were complete. Thirteen (13) applications were certified to be incomplete by the CSAB. Consistent with the State Board-approved application timeline and process, any applicant group whose application was deemed incomplete was then granted five (5) business days to submit any missing information. At the end of this "second chance" process, all twenty-eight (28) applications were deemed complete.

From October through December 2015, external evaluators possessing multiple years of experience in the areas of finance, governance, operations, and academics, read the twenty-eight (28) complete applications and provided feedback on them through a standard rubric to inform the CSAB's review and decision-making. Each applicant group received five (5) business days to provide written clarification regarding any item in the application that the external reviewers deemed to be less than clear. All twenty-eight (28) applications (along with clarification documents, where applicable) were forwarded to the CSAB for review.

The CSAB invited each of the twenty-eight (28) applicant groups to be interviewed by the full CSAB. Each applicant group was provided the opportunity to respond to questions posed by the CSAB concerning deficiencies and clarification from the submitted application. At the end of deliberations regarding each applicant group, the CSAB voted on whether to recommend the group to the SBE as ready to enter the Planning Year.



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The CSAB met on December 7-8, 2015; January 11-12, February 8-9, March 7-8, and April 12, 2016; and, consistent with the SBE-approved timeline, finalized all application recommendations in time to submit the recommendations below to the SBE in May 2016.

Please see dispositions in Attachment 1.

The completed application rubric and impact statement(s) for each school are located on the following Office of Charter School webpage: <http://www.ncpublicschools.org/charterschools/applications/2017-18/>.

Each applicant approved by the SBE will begin a Planning Year program that includes detailed training from appropriate staff within the Department of Public Instruction regarding how to operate a charter school successfully in North Carolina. Per SBE Policy #TCS-U-013, “final approval of the charter will be contingent upon successfully completing the planning program requirements.” The SBE will revisit the charter approval as the end of the Planning Year approaches to determine if the school has met the requirements to be considered “Ready to Open.”

#### **Recommendation(s):**

The NC Charter Schools Advisory Board recommends that the State Board of Education accept its recommendations for the proposed applicants, including those schools recommended to receive a charter to open in 2017-18 contingent upon the successful completion of the Planning Year requirements.

#### **Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor explained that since there was a lot of discussion about these schools on Wednesday, her motions would be separated into three categories.
- There was no further discussion.

*Upon motion by Ms. Rebecca Taylor, and seconded by Vice Chairman A.L. Collins, the State Board of Education voted unanimously to approve the following Charter Schools to open in the 2017-18 school year contingent upon the successful completion of the Planning Year requirements:*

- *Discovery Charter School (Durham County)*
- *Johnston Charter Academy (Johnston County)*
- *Montcross Charter Academy (Gaston County)*
- *Movement School (Mecklenburg County)*
- *Rolesville Charter Academy (Wake County)*
- *UpROAR Leadership Academy (Mecklenburg County)*
- *Emereau Bladen (Bladen County)*

*(See Attachment EICS 2)*

*Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Greg Alcorn, the State Board of Education voted unanimously not to approve the following charter schools to receive a charter at this time:*

- *Paul L. Dunbar Charter School (Rowan County)*
- *Robert J. Brown Leadership Academy (Guilford County)*
- *Union Leadership Academy (Union County)*
- *Next Generation Academy (Guilford County)*
- *Acorn to Oak (Wake County)*
- *Aurora Prep (Beaufort County)*
- *Emereau: Johnston (Johnston County)*
- *Emereau: Nash (Nash County)*
- *Emereau: Wake (Wake County)*
- *Forsyth Preparatory Academy (Forsyth County)*
- *Russell Lee Jones Charter High School (Mecklenburg County)*

*(See Attachment EICS 2)*

#### **Discussion/Comments:**

Prior to making the motion, Chair Taylor noted a lot of discussion about the six schools in this next group. She stated that for some she feels strongly about her recommendations based on all of the discussions and information, but asked Board members to express their opinions in support or opposition of the motion.

Chair Taylor pointed out that schools not being recommended for approval at this time are encouraged to listen to the feedback and work on fine-tuning their applications; they have the opportunity to apply in the future.

#### **Addie C. Morris Children's School**

In response to Board member Todd Chasteen's inquiry about the reasoning behind the decision not to approve Addie C. Morris Children's School, Chair Taylor explained that this is the fourth time this applicant has applied and the CSAB has not seen a lot of changes from year to year. She added that, personally, she did not feel confident in this applicant and believes the consensus of the CSAB was that these are nice people and they would like to give them a chance. She added that, in her opinion, this is a school that would struggle tremendously, noting a lot of flaws in their budget.

Vice Chairman Collins stated that he would vote against this motion because this school is in his county, and he knows some of the individuals involved. He noted, however, that that he believes the CSAB had good reasons to turn down this applicant during the three previous application periods. He was pleased that eight CSAB members supported their application during this round. In addition, Vice Chairman Collins stated that he believes that they have the ability to correct any flaws going forward and if they are unable to correct them, they are the type of individuals who would stand up and say they are not ready and ask for a delay in opening.

Dr. Deanna Townsend-Smith was asked to elaborate on this application. She referenced the notes in Attachment 2, located on eBoard, which show comments from the external evaluators where two out of four gave the applicant a fail related to the finance component referenced by Chair Taylor. The CSAB reviewed the information and questioned the applicant about the information in their budget. Based on

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that information, a majority of members felt that the plan was appropriate to move forward while the remaining members voted in opposition. For those who voted non-approval, their decision was based on the fact that the applicant had the opportunity to interview, but had difficulty conveying how they are going to address certain components of their plan; red flags were raised from those who oppose the vote.

*Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Reginald Kenan, the State Board of Education voted not to approve the following charter school to open as a charter school for the 2017-18 school year:*

- *Addie C. Morris Children's School (Forsyth County)*

*Vice Chairman A.L. Collins voted in opposition of the motion. (See Attachment EICS 2)*

### **Bonnie Cone Classical Academy**

#### **Discussion/Comments:**

Mr. Eric Davis recused himself from discussion and voting on this item.

Chair Taylor reported a lot of discussion regarding this applicant during the EICS meeting on Wednesday, noting that responses from the interview were insufficient.

*Upon motion by Ms. Rebecca Taylor, and seconded by Dr. Olivia Oxendine, the State Board of Education voted not to approve the following charter school to open as a charter school for the 2017-18 school year:*

- *Bonnie Cone Classical Academy (Mecklenburg County)*

*Mr. Eric Davis recused himself from the vote. (See Attachment EICS 2)*

### **Emereau: Halifax**

#### **Discussion/Comments:**

As it relates to Emereau: Halifax, Chair Taylor explained that this is a new board that came forward with five identical applications. She reported that there were a lot of concerns with their application reviews, specifically related to their plan. Their application received an overall fail, noting that the responses from the interview were insufficient as well. Chair Taylor shared that there were concerns that the board was putting multiple schools through simultaneously for the first time. Chair Taylor also explained that she feels strongly that giving them one school to start off is a good start, allowing them the opportunity to show what they can do.

From a process standpoint, Mr. Alcorn asked if applying for several charters at a time is a precedent that is acceptable, and suggested that perhaps the CSAB should review this issue. The suggestion was noted.

*Upon motion by Ms. Rebecca Taylor, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously not to approve the following charter school to open as a charter school for the 2017-18 school year:*

- *Emereau: Halifax (Halifax County)*

*(See Attachment EICS 2)*

### **Ridgeview Charter School**

#### **Discussion/Comments:**

Chair Taylor explained that there was much discussion regarding Ridgeview Charter School's education plan and concerns about teacher salaries. Some of the CSAB members that actually approved this applicant to move forward stated that they were on the fence with this decision and had some concerns. According to Chair Taylor, some of the votes were favorable even though concerns were expressed. She stated that there was a lack of confidence in moving this applicant forward.

*Vice Chairman A.L. Collins made a motion to approve the following charter school to open for the 2017-18 school year. The motion failed for lack of a second.*

*Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Reginald Kenan, the State Board of Education voted not to approve the following charter school to open as a charter school for the 2017-18 school year:*

- *Ridgeview Charter School (Gaston County)*

*Vice Chairman A.L. Collins voted in opposition of the motion. (See Attachment EICS 2)*

### **Twin City High School**

#### **Discussion/Comments:**

As it relates to Twin City High School, Chair Taylor explained that this is the same model that was approved as a pilot several years ago (Commonwealth). Since that time, the board was also approved to open another school that has been operating as well. This would be the third school sent through since the pilot was approved. Chair Taylor shared that she has stated her concerns on numerous occasions during the CSAB and SBE meetings about the fact that this was a pilot, and the purpose of the pilot was to study and see the results. She noted concerns with the budget, accountability, etc. She asked for comments from her colleagues prior to making a motion.

Board member Patricia Willoughby stated that if the Board has a desire to study the model for potential impact, Forsyth County is an urban enough area with a high enough population and certainly a demonstrated need for this model there. She added that this would give us a fourth location in an urban area to perhaps provide more data about the model. She added that she is inclined to support this applicant.

Vice Chairman Collins reported that when he was on the Forsyth County Board of Education they actually met with this company and asked them to come do this service in Forsyth. He explained that their business model is not a contract, but rather a charter. He stated that what they are doing is good work, but he does not believe it fits in our charter rules and policies. Mr. Collins stated that he doesn't believe that as a result of the pilot, the Board went back to make policy or legislative changes regarding this. He stated that his concern with moving this applicant forward is not about the quality of the educational experience because they are going out and finding students that have dropped out of school and fixing their education experience to meet their needs. He added that this helps the LEA because the student is not coded as a dropout, but rather a transfer. Mr. Collins suggested that the Board be cognizant of the many different components about this type of school that differ from the rest of the schools. He suggested that the Board approve this charter because the school will produce graduates, but we need to do our work from a policy standpoint to ensure the operational part makes sense.

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Board member Reginald Kenan asked Chair Taylor to clarify that her main concern was from data from the other pilot school. Chair Taylor confirmed that this was her concern in addition to the accountability component, specifically where the money goes, keeping up with the enrollments and dropout. She stated that she agrees with Vice Chairman Collins that what they are doing is good. But reiterated that the purpose of a pilot is to work out the issues, and she is not sure that the issues have been resolved; and, while we are working through the issues, we are approving more of the same model to open.

*Upon motion by Vice Chairman A.L. Collins, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to approve the following charter school to open as a charter school for the 2017-18 school year:*

- *Twin City High School (Forsyth County)*

*(See Attachment EICS 2)*

### **Kaleidoscope Charter High School**

#### **Discussion/Comments:**

As it relates to Kaleidoscope Charter High School, Chair Taylor explained that, while some people feel this is important others do not, but this application had many typos in it. She stated that the representatives had a hard time articulating what they were going to do during the interview process. She explained that she cannot give her full vote of confidence to this applicant. Board member Olivia Oxendine stated that anytime she hears the word typo in a final application that will be reviewed by serious-minded people and these individuals either plan to teach or govern teachers it would likely cause her to vote no. She also noted that, along with the typos, there is a list of negative comments in the report.

*Upon motion by Mr. Reginald Kenan, and seconded by Ms. Rebecca Taylor, the State Board of Education voted unanimously not to approve the following charter school to open as a charter school for the 2017-18 school year:*

- *Kaleidoscope Charter High School (Wake County)*

*(See Attachment EICS 2)*

### **ACTION ON FIRST READING**

#### **EICS 3 – Matthews Charter Request for Temporary Relocation**

**Policy Implications:** General Statute §115C-218, SBE Policy #TCS-U-019

#### **SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools) and Ms. Shaunda Cooper (Education Consultant, Office of Charter Schools)

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### **Description:**

Matthews Charter School received approval from the State Board of Education to implement its planning year June 8, 2015. Prior to the SBE making the final decision that the school was “Ready to Open” (RTO) on July 7, the Matthews board was one of 11 schools which were required to appear before the Charter Schools Advisory Board (CSAB) at its June 14, 2016 meeting after receiving an insufficient rating on their RTO report regarding their facility. Upon recommendation of the CSAB, the SBE approved Matthews Charter School to open August 2016 with the understanding that the school would obtain an Educational Certificate of Occupancy (CO).

The Matthews board of directors has provided consistent updates to the Office of Charter Schools regarding their facility contingency plan. However, during a recent report to OCS regarding its facility, the Mathews board proposed locating its temporary facility in a neighboring county, Union County.

GS 115C-218.7 and SBE policy TCS-U-014 specifically outlines amendment requests needing Board approval before implementation. Specifically, 1(b) of the SBE policy outlines “relocation” as a material revision requiring Board approval. Matthews Charter School’s contingency plan requires them to locate temporarily in Union County through December 2016 until construction is complete on its permanent facility. Matthews Charter may vacate the temporary location prior to December, but the move will be contingent on construction progress. Matthews Charter School is scheduled to begin school on August 25, 2016. Temporary relocation to Union County is the stated contingency plan for obtaining a Certificate of Occupancy in an effort to open school without delay.

### **Recommendation(s):**

The Office of Charter Schools recommends that the State Board of Education approve Matthews Charter School’s request for relocation.

### **Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday.
- There was no further discussion.

<p><i>Upon motion by <u>Ms. Rebecca Taylor</u>, and seconded by <u>Ms. Amy White</u>, the State Board of Education voted unanimously to approve Matthews Charter School’s request for relocation. (See Attachment EICS 3)</i></p>
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**BUSINESS OPERATIONS COMMITTEE CHAIR REPORT**  
**(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

***ACTION ON FIRST READING***

**BSOP 1 – Legislated Non-Recurring Reduction to the Department of Public Instruction**

**Policy Implications:** Section 8.37 of HB 1030

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Meera Phaltanker (Director, Financial Services Division)

**Description:**

The recently passed budget outlined two non-recurring cuts to the Department of Public Instruction.

Section F (pg. F9) of the Joint Conference Committee Report on the Base, Capital, and Expansion Budgets for HB 1030 dated June 27, 2016, included a \$250,000 non-recurring cut:

Department of Public Instruction (\$250,000) NR

Reduces net appropriation support for DPI by 0.5%. The State Board of Education (SBE) may allocate this reduction at its discretion, subject to the parameters of a related provision. The revised net appropriation for DPI operations is \$44.6 million.

This funding was to be used to modify the Licensure system if the Criminal Background Bill was ratified (SB 867). The snappy in item 30 on pg. F5 included the following language: “If S.B. 867 does not become law, these funds shall not be spent and shall revert to the General Fund.” SB 867 did not pass.

In addition, Section 8.30 of HB 1030 included a requirement that \$50,000 be transferred to the Office of Administrative Hearings:

- (2) The Department shall transfer the sum of fifty thousand dollars (\$50,000) to the Office of Administrative Hearings to be allocated to the Rules Review Commission, created by G.S. §143B 30.1, to pay for any litigation costs incurred in the defense of North Carolina State Board of Education v. The State of North Carolina and The Rules Review Commission, Wake County Superior Court, File No. 14 CVS 14791 (filed November 7, 2014). These funds shall not revert at the end of the 2016-17 fiscal year but shall remain available during the 2017-18 fiscal year for expenditure in accordance with the provisions of this subdivision.”

In total, the Department of Public Instruction is to reduce the 2016-17 fiscal year operating budget for \$300,000 (non-recurring). The Office of Budget and Management (OSBM) is requiring that the legislated reversion and transfer be reduced immediately. Since the legislated reduction is to reversions,

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it is possible to adjust budgets during the year to restore funding to the reduced budget line items based on lapsed salary or other anticipated reversions.

**Recommendation(s):**

It is recommended that the State Board of Education delegate to the Chairman and State Superintendent the authority to approve the non-recurring reductions.

**Discussion/Comments:**

- BSOP Committee Chair Greg Alcorn suggested that following the conversation on Thursday and meeting with the Committee and staff, he would present the following formalized process motion.
- There was no discussion.

*Upon motion by Mr. Greg Alcorn, and seconded by Vice Chairman A.L. Collins, the State Board of Education voted unanimously to direct to the BSOP Committee Chairman and Vice Chairman to meet and confer with DPI staff to develop a recommendation that addresses the non-recurring budget reductions of DPI, and that the SBE Chairman will convene the Executive Committee of the State Board of Education by conference call to receive these recommendations and take appropriate action. (See Attachment BSOP 1)*

***DISCUSSION***

**BSOP 2 – 2017-2019 Biennial Expansion Budget Requests**

**Policy Implications:** N/A

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services)

**Description:**

In preparation for a request from the Office of State Budget and Management, the Department of Public Instruction (DPI) has solicited feedback both internally and externally on budget priorities for the 2017-19 Biennial Budget.

**Recommendation(s):**

It is recommended that the State Board of Education discuss budget priorities.

**Discussion/Comments:**

- BSOP Committee Chair Greg Alcorn summarized the discussion of this item that took place during the BSOP Committee meeting on Wednesday.
- There was no further discussion.



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This item is presented for Discussion at the August and September State Board of Education meetings and will return for Action in October 2016. (See Attachment BSOP 2)

## ***DISCUSSION***

### **BSOP 3 – Restart/Reform Model School Funding**

**Policy Implications:** N/A

#### **SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

#### **Description:**

DPI staff and the staff of school systems that have restart schools have met on several occasions to discuss the best way to fund these schools. Staff discussed various possible funding models.

The following schools were approved at the April SBE meeting:

Barwell Road Elementary (Wake County)  
Walnut Creek Elementary (Wake County)  
E.M. Rollins Elementary (Vance County)  
Goldsboro High School (Wayne County)  
Haw River Elementary (Alamance-Burlington Schools)

There are five additional schools that have submitted applications and will be presented for Board approval at the August meeting (Chatham County – two schools), (Edgecombe County – two schools), and (Winston-Salem Forsyth – one school).

#### **Proposed Funding Policy for a Restart School:**

Fund as charter without transportation funds, exceptional children (EC), or limited English proficiency (LEP) included. Establish a new program report code (PRC) for tracking expenditures. Send out as a negative reserve where the local education agency (LEA) can select what to reduce.

More specifics recommended for inclusion in the Board policy:

- If returning state position allotments as part of the negative reserve, the positions returned will be based on the LEA average salary for that position.
- Transfers for exceptional children and Career and Technical Education (CTE) will follow the same restrictions as required for all LEAs.
- Teacher assistant funding can be returned as part of the negative reserve.
- The negative reserve reflects the funding in the PRC associated with the restart school. LEAs can use other state funding to support the school without converting the funds to the newly created restart PRC.
- Funding cannot be moved out of the restart PRC.

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- Guaranteed allotments (annual leave and longevity) will be included in the negative reserve amount. You will not be allowed to expense to PRC 009 (the expense must be posted to the newly created Restart PRC).

**Recommendation(s):**

It is recommended that the State Board of Education review and discuss the proposed funding model.

**Discussion/Comments:**

- BSOP Committee Chair Greg Alcorn summarized the discussion of this item that took place during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion at the August State Board of Education meetings and will return for Action in September 2016. (See Attachment BSOP 3)

***DISCUSSION***

**BSOP 4 – Requests for Approval to be Funded as Dropout Prevention and Recovery Programs**

**Policy Implications:** SBE Policy #TCS-M-003

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

**Description:**

The State Board of Education approved a policy, TCS-M-003, that allows charter schools that are approved with a sole mission to provide a dropout prevention and recovery program to high school students in grades 9 through 12 to request to be funded on 5<sup>th</sup> month average daily membership. These schools have specialized programs to encourage students who have dropped out of school to re-enroll in school, and to provide an alternative for students who are at risk of dropping out of a traditional high school.

Two schools have provided a written request to be funded per this policy: Commonwealth High School and Twin City High School. Both of these schools have a charter with a mission to provide dropout prevention and recovery programs to high school students.

Commonwealth High School opened July 1, 2014, under a two-year pilot outlined in legislation (SL 2014-104). This legislation allowed for Commonwealth High School to be funded on 5<sup>th</sup> month ADM; however, the period of the pilot has now ended. The school is requesting to continue to be funded on 5<sup>th</sup> month ADM, effective the 2016-17 school year, per the State Board of Education policy.

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Twin City High School is scheduled to open July 1, 2017 (pending application approval at the August SBE meeting).

The Department of Public Instruction recommends that these two schools are approved for funding based on 5<sup>th</sup> month average daily membership, consistent with State Board of Education policy.

**Recommendation(s):**

The Department of Public Instruction recommends that these two schools are approved for funding based on 5<sup>th</sup> month average daily membership.

**Discussion/Comments:**

- BSOP Committee Chair Greg Alcorn summarized the discussion of this item that took place during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion at the August State Board of Education meetings and will return for Action in September 2016. (See Attachment BSOP 4)

***MOVED FROM DISCUSSION TO ACTION ON FIRST READING***

**BSOP 5 – Allotment Formula for Merit-Based Bonus for Non Educators**

**Policy Implications:** N/A

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

**Description:**

Session Law 2016-94 Section 36.1 provides \$17,242,627 non-recurring funds for merit-based bonuses for non-educators.

Local education agencies (LEAs) shall use the funds to award one-time merit-based bonuses to state-funded personnel in accordance with eligibility policies adopted by the LEA. The eligibility policy shall not provide an across-the-board bonus for this purpose. Non-educators include school-based administrators, central office and non-certified personnel.

The information provided in the attachment shows two options to distribute the funds to LEAs:

Option 1 – Allocate based on a dollar per 2017 allotted ADM

Option 2 – Allocate based on a percent of 2016 state expenditures on non-educator expenditures

Charter schools are not eligible for the funding, based on the definitions provided in the legislation.

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The Option 2 is recommended by the Department for three reasons:

- It recognizes the higher percentage of state salaries for lower-wealth districts.
- It recognizes the higher percentage of expenditures per ADM for non-educator salaries in smaller districts.
- It is consistent with the allocation method for Section 8.7- Teacher Compensation Models.

**Recommendation(s):**

It is recommended that the State Board of Education approve the allocation method based on state non-educator expenditures.

**Discussion/Comments:**

- BSOP Committee Chair Greg Alcorn summarized the discussion of this item that took place during the BSOP Committee meeting on Wednesday.
- Chair Alcorn clarified that consensus was reached on Wednesday to move this item to Action on First Reading without objection.
- There was no further discussion.

*Upon motion by Mr. Greg Alcorn, and seconded by Mr. Todd Chasteen, the State Board of Education voted unanimously to approve the allocation formula as discussed on Wednesday as an expenditure model for the merit-based bonus for non-educator. (See Attachment BSOP 5)*

**DISCUSSION**

**BSOP 6 – Revise Licensure Fees**

**Policy Implications:** N/A

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Ms. Susan Ruiz (Section Chief, Licensure Section)

**Description:**

A draft of the proposed revised fee structure will be provided prior to the State Board of Education (SBE) meeting.

**Recommendation(s):**

It is recommended that the State Board of Education review and discuss the proposed draft revised fee structure.

**Discussion/Comments:**

- BSOP Committee Chair Greg Alcorn summarized the discussion of this item that took place during the BSOP Committee meeting on Wednesday, noting that staff members were asked to explore alternatives to cover the budget shortfall.

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- Chairman Cobey asked if the Board could expect specific recommendations on the amount of the fee increases in September, noting that reason for this question is that since we have transitioned to a new online licensure system, there may be some savings in personnel costs, and whether the personnel costs can be reallocated to a greater need. His request was noted.
- There was no further discussion.

This item is presented for Discussion at the August State Board of Education meetings and will return for Action in September 2016. (See Attachment BSOP 6)

## **EDUCATOR STANDARDS AND PRACTICES COMMITTEE CHAIR REPORT** (Dr. Olivia Holmes Oxendine, Chair; Mr. Eric Davis, Vice Chair)

### ***DISCUSSION***

#### **ES&P 1 – Educator Preparation – Legislation Requiring State Board Action: Student Teaching Clinical Practice Requirement**

**Policy Implications:** General Statute §115C-296.8-9 & 11

#### **SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynne Johnson (Director, Educator Effectiveness Division) and Ms. Joyce Gardner (Director, Educator Preparation)

#### **Description:**

Institutions of Higher Education with Educator Preparation Programs must comply with the mandates outlined in House Bill 97. This item is presented in response to General Statute §115C-296.8-9 & .11:

Educator preparation programs shall ensure clinical educators who supervise students in residencies or internships meet the following requirements:

- Be professionally licensed in the field of licensure sought by the student.
- Have a minimum of three years of experience in a teaching role.
- Have been rated, through formal evaluations, at least at the "accomplished" level as part of the North Carolina Teacher Evaluation System and have met expectations as part of student growth in the field of licensure sought by the student.

Educator preparation programs shall require clinical practice in the form of residencies or internships in those fields for which they are approved by the State Board of Education. Residencies or internships shall be a minimum of 16 weeks. Residencies and internships may be over the course of two semesters and shall, to the extent practicable, provide student experiences at both the beginning and ending of the school year. Field experiences must be required every semester with a full semester in a low-performing school, prior to student teaching.

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Educator preparation programs with a clinical practice component shall require, in addition to a content assessment, a nationally normed and valid pedagogy assessment to determine clinical practice performance. Passing scores and mastery criteria will be determined by the State Board of Education.

See Attachment 2 for further information.

#### **Recommendation(s):**

It is recommended that the State Board of Education review recommendations to identify the pedagogy assessment to be used by North Carolina Institutions with educator preparation programs and begin the process to determine passing scores to meet the requirement of General Statute §115C-296.8-9 &.11. The related draft policy is attached for State Board of Education approval.

#### **Discussion/Comments:**

- ES&P Committee Chair Olivia Oxendine summarized the discussion of this item that took place during the ES&P Committee meeting on Wednesday. Chair Oxendine stated that, as a professor in a school of education, it pleases her that this work is underway.
- There was no further discussion.

This item is presented for Discussion during the August State Board of Education meeting and will return for Action in September 2016. (See Attachment ES&P 1)

### ***DISCUSSION***

#### **ES&P 2 – Alignment of World Language Teacher Certification Requirements**

**Policy Implications:** SBE Policy #TCP-A-001, TCP-A-002, TCP-A-003

#### **SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Objective 3.3:** Increase the number of teachers graduating from quality traditional and alternative educator preparation programs.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Helga Fasciano (Special Assistant for Global Education)

#### **Description:**

State Board Task Force on Global Education Commitment 2.2: Partner with institutions of higher education and other relevant stakeholders to establish plan to increase the supply of competent K-12 World Language teachers through recruitment, production, and retention. The plans shall include strategies to maximize the numbers of educators on language staffs who have advanced proficiency including native speakers. The plan should also include the testing of language teachers for proficiency as part of the hiring and certification process.

These policy amendments are recommended to bring all ancillary references for minimum certification requirements for World Language teachers from "Intermediate High" to "Advanced Low" proficiency level as determined by the ACTFL proficiency scale. This will bring these ancillary references for alternate licensing, add on licensure and international faculty licensure in alignment with the required

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scores adopted by the State Board of Education (SBE) on the Praxis II, which reflects an Advanced Low level. North Carolina test scores from the Praxis II since the SBE adoption indicates pre-service teachers or students are scoring at or above the required cut scores that are reflective of Advanced Low or higher proficiency levels.

The amendments for each policy are as follows:

- TCP-A-001 Title: Policies on General Licensure Requirements: Section 1.25 and 1.85
- TCP-A-002 Title: Policies on Routes to Licensure: Section 2.30
- TCP-A-003 Title: Policies on Testing Requirements: Section 3.20

It is recommended that these amendments go into effect beginning with the 2017-18 school year.

#### **Recommendation(s):**

It is recommended that the State Board of Education approve the proposed policy amendment.

#### **Discussion/Comments:**

- ES&P Committee Chair Olivia Oxendine summarized the discussion of this item that took place during the ES&P Committee meeting on Wednesday.
- There was no discussion.

This item is presented for Discussion during the August State Board of Education meeting and will return for Action in September 2016. (See Attachment ES&P 2)

#### ***MOVED FROM DISCUSSION TO ACTION ON FIRST READING***

#### **ES&P 3 – Policies on General Licensure Requirements – Policy Revisions: TCP-A-001**

**Policy Implications:** SBE Policy #TCP-A-001

#### **SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, District Human Resources Support), Dr. Lynne C. Johnson (Director, Educator Effectiveness) and Ms. Susan Ruiz (Section Chief, Licensure)

#### **Description:**

The North Carolina Department of Public Instruction (NCDPI) recommends a number of changes to teacher licensure and evaluation processes which have an impact on several existing State Board of Education policies. Provisions regarding educator licenses in the most recent budget bill necessitate revisions to existing SBE policies. Pursuant to state statute, out-of-state teachers applying for a NC teaching license must provide evaluation data from the state in which they hold a current teaching license. Out-of-state applicants who do not provide evaluation data are eligible only for an initial license. Teachers in their renewal year of a NC Continuing license must be deemed proficient on their summative evaluation in order to maintain a Continuing license. NCDPI recommends the SBE define the term “proficient” in relation to its use in the statute. Teachers who are not deemed proficient on the

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summative evaluation shall be placed on a mandatory improvement plan and will revert to an initial license. Reversion to an initial license shall not be deemed a demotion or result in a reduction of the teacher's salary.

**Recommendation(s):**

It is recommended that the State Board of Education approve the changes listed in Section 1.21 of the policy as it relates to out-of-state applications. This part of the policy became effective on July 1, 2016, and local Human Resource directors need guidance on how to complete the process. Staff will continue discussion of the remainder of the policy in future Board meetings.

**Discussion/Comments:**

- ES&P Committee Chair Olivia Oxendine noted a thorough discussion of this item during the ES&P Committee meeting on Wednesday. Without objection this item was moved to Action on First Reading.
- There was no discussion.

*Upon motion by Dr. Olivia Oxendine, and seconded by Mr. Eric Davis, the SBE voted unanimously to adopt the new language in TCP-1-001, Section 1.21 only, related to out-of-state applicants, pg. 7 of the policy this month. This language is revised pursuant to legislation signed into law as part of the 2016 Budget Bill. (See Attachment ES&P 3). (Other amendment language returns in Sept.)*

**HEALTHY RESPONSIBLE STUDENTS COMMITTEE CHAIR REPORT**  
(Ms. Patricia Willoughby, Chair; and Mr. Reginald Kenan, Vice Chair)

***ACTION ON FIRST READING***

**HRS 1 – Interscholastic Athletic Policy Update**

**Policy Implications:** General Statute §115C-47(4); SBE Policy #HRS-D-001

**SBE Strategic Plan:**

**Goal 5:** Every student is healthy, safe and responsible.

**Objective 5.2:** Promote healthy active lifestyles for students.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, Division of K-12 Curriculum and Instruction) and Dr. Ellen Essick (Section Chief, NC Healthy Schools)

**Description:**

The policy regarding interscholastic athletics was first adopted in 1995 for public school student participation. At that time, charter schools did not exist. As a result, the language of the interscholastic policy is currently not reflective of charter school participation in athletics. Changes to the policy are to reflect the inclusion of charter school students in interscholastic participation as they are public school students.

**Recommendation(s):**

It is recommended that the State Board of Education approve the proposed changes to the existing policy.



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### Discussion/Comments:

- HRS Committee Chair Patricia Willoughby noted that this item has been discussed on multiple occasions and feedback has been gathered from superintendents, the NC High School Athletic Association (NCHSAA), the Sports Medicine Advisory Committee, et al. Chair Willoughby reported that a thorough discussion was held about the feedback received during the BSOP Committee meeting on Wednesday.
- Following the substitute motion by Board member Greg Alcorn, Board member Wayne McDevitt stated the substitute motion allowing sixth grade students to participate 6-12 in interscholastic athletics surprises him because there is a distinction. Specifically, grades 9-12 are governed by the NCHSAA and, by default, the State Board continues to govern middle school. He noted that the motion does not say that a sixth grader can play with a twelfth grader. Mr. Alcorn clarified that it doesn't intend to.
- A brief discussion occurred related to sixth-grade participation with the exception of football because it is a contact sport. Chairman Cobey explained that the reason this issue is before the Board is so that the charter schools know that this policy applies to them, stating that they have been allowing sixth graders to play all along in various sports. While there may be one out there, Chairman Cobey stated that he is not aware of any charter school that has a football team. Board members noted that there were, in fact, a few charter schools with football teams. Chairman Cobey agreed that while there is contact in other sports, in his opinion, the level of contact in other sports is unequal to football. The Chairman also noted many studies on the risks of concussions.
- Board member Davis stated that the first issue is to clarify that this policy applies not only to LEAs but also to charter schools, which he hears contained in Ms. Willoughby's notion. He expressed concern that the substitute motion does not clarify that intention. Mrs. Willoughby stated that the language is the same, noting that the original policy said "public school students" and the intent was for all public school students. She explained that her motion was to clarify that it does include charter schools and the substitute motion also includes that language.
- For the benefit of Mr. Kenan, Chairman Cobey shared that the Charter School Advisory Board members were asked for their opinion and they unanimously support sixth graders from being able to participate. Chair Willoughby added that when asked specifically if sixth graders should be allowed to play in every sport except football, the majority of the LEA respondents said no.
- Vice Chairman A.L. Collins shared that he comes from a district that for a long time did not allow interscholastic competition in middle schools and only had intramurals. He stated that this is a contentious local issue and every community is different and has different things to consider. He shared that for Forsyth County, there were so many club teams and opportunities for students to play other sports, and it was an allocation of resources issue, noting that football is very expensive. The Vice Chairman stated that the SBE needs to trust the local boards to make the decisions that are best for their communities; therefore, he will support the substitute motion. He noted that he was not discounting all of the factors in the research, which could support the other conclusion, but would hope local boards will look at those factors when making their decisions. He spoke briefly about safeguarding the health of children in mitigating some of the issues.
- In closing comments, Chair Willoughby stated that if participating in sports is such a positive, then we need to make them all intramural in middle and high school; she noted that her idea is not going anywhere, but that it is her ultimate idea. She stated that everyone is concerned about safety, which is why her motion was not to allow sixth graders to play.
- At the request of Board member Rebecca Taylor, Mr. Alcorn restated the substitute motion for clarity. A brief discussion occurred about not allowing sixth graders to participate in football. Mr. Jenkins

shared that he has no personal knowledge of any middle school charter schools that have football teams.

- As a final point of clarification, Board member Amy White stated that if we vote to approve, individual LEAs may make the decision to allow middle school athletics. Chairman Cobey concurred, stating that this is not a mandate.
- SBE Attorney Katie Cornetto clarified that the motion read by Mr. Alcorn was intended to be permissive for school districts and charter schools to allow sixth graders to participate in interscholastic athletics with the exception of interscholastic football. She stated that if the Board wants clarity on the motion, it can be amended to make it clear that it is the discretion of LEAs and charter schools. A brief discussion occurred about adding the word “may” allow.
- Following the vote, a brief discussion occurred on the technical correction of adding the word may. Without objection, Chairman Cobey directed to the legal staff to take care of the technical corrections.
- Chair Willoughby announced that the HRS Committee will bring the *Middle School Sports Manual* to the Board for corrections based on today’s decision. At the request of Chairman Cobey, Chair Willoughby also announced that Board members Todd Chasteen and Amy White will serve on the HRS Committee.
- Board member McDevitt suggested that the State Board allow DPI staff and the HRS Committee to communicate any kind of non-binding suggestions, particularly as it relates to athletic conferences, with regard to local decision making.
- In closing comments, Chair Willoughby clarified that the intent of this policy is to be effective with the 2016-17 school year. Chairman Cobey stated that, without objection, it is so ordered.
- There was no further discussion.

*Ms. Patricia Willoughby made a motion, which was seconded by Mr. Reginald Kenan, to amend the existing policy – HRS -D-001 to clarify that students who are enrolled in an LEA or charter school in grades 7-12 may participate in interscholastic athletics.*

*Mr. Greg Alcorn made a substitute motion, seconded by Dr. Olivia Oxendine, to amend HRS-D-001 to clarify that students who are enrolled in an LEA or charter school in grades 6-12 may participate in interscholastic athletics, except that sixth graders are not eligible to participate in football.*

*Ms. Amy White made a motion to amend the language of the substitute motion to include the words “may allow.” The motion was seconded by Dr. Olivia Oxendine. The State Board voted unanimously to approve the substitute motion as amended. (See Attachment HRS 1)*

**STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT**  
**(Mr. Eric C. Davis, Chair; and Dr. Olivia Holmes Oxendine, Vice Chair)**

***DISCUSSION***

**SLA 1 – High School Accreditation**

**Policy Implications:** General Statute §115C-12(39); SBE Policy #GCS-B-000

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Goal 5:** Every student is healthy, safe and responsible.

**Objective 5.1:** Create and maintain safe and respectful school environments.

**Objective 5.3:** Decrease the number of students who are chronically absent, dropout, or suspended out of school.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Debora Williams (Graduation and Dropout Prevention Initiatives)

**Description:**

High School Accreditation is the process whereby schools (public and private) undergo a quality assurance process that includes self-reflection, analysis of student performance data and, if required, outside peer review or audit. Two schools are requesting accreditation from the State Board of Education:

- Newton-Conover High School (Newton-Conover City Schools)
- Discovery High School (Newton-Conover City Schools)

For each of the schools listed above, NC Department of Public Instruction staff have examined the performance indicators outlined in SBE Policy #GCS-Q-000. The school has conducted a self-evaluation using the self-evaluation component of NCDPI's Comprehensive Needs Assessment.

**Recommendation(s):**

It is recommended that the State Board of Education review the requests for high school accreditation from the two schools listed above.

**Discussion/Comments:**

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the August State Board of Education meeting and will return for Action in September 2016. (See Attachment SLA 1)

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### ***NEW BUSINESS***

Under New Business, SLA Committee Chair Eric Davis recognized Dr. Lou Fabrizio (Director, Division of Data Research and Federal Policy) and Dr. Tammy Howard (Director, Accountability Division) to provide an update on the Every Student Succeeds Act (ESSA).

Using a PowerPoint presentation, Dr. Fabrizio provided an overview of proposed regulations issued by the U.S. Department of Education (USED). Dr. Fabrizio reported that the first set of proposed regulations that the USED posted on the federal register is an 81-page document, dealing specifically around the areas of accountability, state plans, and data reporting. He noted that comments were due on August 1. Dr. Fabrizio drew attention to the four-page document located on eBoard that the Department submitted to the USED around those proposed regulations. He summarized the comments document, noting that the Department is taking objection to the USED, putting into the draft regulations that there must be a single accountability system because we know that we have the potential for the State Board to develop an ESSA plan that might involve having to make state statutory changes, which must be made by the General Assembly. Dr. Fabrizio explained that we do have the possibility of having an SBE accountability plan as well as the School Performance Grades, which has been pointed out to USED. Dr. Fabrizio added that several other states and the Council of Chief State School Officers (CCSSO) have raised that possible concern as well.

Dr. Fabrizio noted that one of the regulations is related to identifying schools for comprehensive support and improvement prior to the 2017-18 school year. He pointed out that the very first year for the new accountability plan is also 2017-18. The Department believes it makes more sense to implement that first year of that new accountability plan, which includes things above and beyond test scores, and then be able to use that data to identify schools for comprehensive support and improvement.

Another regulation tells the state how much money should be awarded for schools that are in comprehensive support or targeted support and improvement. Dr. Fabrizio shared that the Department is saying that those decisions should be left up to the State Boards of Education.

According to Dr. Fabrizio, another regulation states that there must be a summative score as part of the accountability plan. Dr. Fabrizio explained that even though we have the A-F Grading system, we feel it would be helpful for other states as well as North Carolina that this provision not be included in the final requirements.

Dr. Fabrizio reported that the Department commented on 13 different regulations. The USED has also issued draft regulations in the areas of Academic Assessments and Innovative Assessment Demonstration Authority. The comments for those are not due until September 9. Staff members are in the process of reviewing those draft regulations. In closing comments, Dr. Fabrizio shared that a couple of weeks ago, the Early Childhood Foundation approached him with a request for the Department to provide a webinar dealing with the issue of early learning. Dr. Fabrizio shared that, along with Mr. John Pruette and Ms. Donna Brown, he participated in that webinar, noting that the SBE would probably be interested in hearing about some of those early learning opportunities that the new law puts in place related to encouraging local communities to look into the area of early learning. Dr. Fabrizio shared that 73 people participated in the webinar across the state and forty-seven additional people viewed the video. Mr. Pruette will share information from the webinar in September as part of the ESSA Update, according to Dr. Fabrizio.

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Vice Chairman A.L. Collins stated that he is struggling to keep up with all of the ESSA information. He suggested that it would be helpful since there are so many moving parts if staff would provide the Board with a written monthly update on process, timeline, decision points, etc. In response, Dr. Atkinson concurred with Vice Chairman Collins about the importance of keeping Board members up-to-date. She stated that is one of the reasons the Department has developed a proposed calendar. She suggested that a deeper dive could be taken during the Board's Planning Meeting. The request was noted.

A brief discussion ensued about defining ESSA. Dr. Fabrizio shared that the Department is close to putting together a draft of what our state plan might look like. He indicated that placeholders are being built into the plan for decisions that need to be made by the SBE. According to Dr. Fabrizio, the goal is to have a rough draft of the plan by the end of August. He spoke briefly about stakeholder input, reminding Board members that currently there are no final regulations related to ESSA. The goal is to have the state's plan approved and submitted to USED by March 2017.

Dr. Atkinson suggested that it might be helpful to Board members for the Department to resend a list of all of the groups we are involving in this work. Dr. Fabrizio added that currently there are 99 organizations on our list of external stakeholders that we are communicating with about ESSA. In addition, she stated that a link will be shared where we have asked each LEA superintendent to form an ESSA team to look at what should be the accountability system.

At this time, Dr. Tammy Howard drew attention to Attachments 3 and 4 located on eBoard, which are the documents sent to LEAs and charter schools to facilitate their discussions so they could provide the department with specific feedback around possible indicators that we can include in the state plan. She explained that some of the flexibility states have around this accountability model, as defined in the law, deals with indicators. Some indicators are required, and there are additional indicators referred to as School Quality or Student Success Indicators. It is important to remember that the Academic Indicators in the Accountability Model must have substantially more weight than School Quality or Student Success Indicators. Dr. Howard explained that part of the process is to provide rationale for the weights between these two types of indicators.

Academic Indicators required include:

- Proficiency on State ELA/Reading and Math Tests (Grades 3-8 and high school)
- Measure of English Learners Progress
- For High Schools: Graduation Rate Required; May Include Growth (optional)
- For Elem/Middle: Additional Academic Indicator or Growth (must be a statewide decision)

School Quality or Student Success Indicators require measures that must be

- Valid and reliable
- Comparable
- Statewide
- Meaningful Differentiation
- State Determines grade spans
  - ❖ -3-5, 6-8, and 9-12

Dr. Howard shared a sampling of the proposed indicators, which include:

- College and Career Readiness Measures

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- Chronic Absenteeism
- ACT/ACT WorkKeys
- Parent Involvement
- Access to Arts Education

Dr. Howard encouraged Board members to look at the list of proposed accountability indicators in its entirety, which include recommendations from stakeholders and others during public comment (located on eBoard – Attachment 3). She invited Board members to send her any comments or suggestions they might have.

A brief conversation ensued about going below grade 3 for the accountability model. Dr. Howard explained that it is required that we show how K-2, alternative, and other schools with different situations are included in the accountability model, but typically the measures begin with grade 3. She stated that she would take Mr. Alcorn's question about this issue back to the team to discuss collecting the data. As a follow-up, Board member Willoughby referenced the issue of early learning as discussed by Dr. Fabrizio, stating that we have an opportunity to highlight the importance of pre-K. She also mentioned the health of our students as it relates to chronic absenteeism, stating that she hopes that health will be included as a measure.

In response to Board member Olivia Oxendine's request for clarification, Dr. Howard explained that the ESSA regulations allow states to determine indicators, but the key is that we must provide evidence that they meet the requirements of meaningful, disaggregated, statewide, etc.

Dr. Atkinson pointed out that one of the State Board challenges will be choosing indicators that are not a surrogate for poverty. She added that this is the reason growth is so important, because growth is critical to the success of the student.

### **CHAIRMAN'S REMARKS**

Under the Chairman's Remarks, Chairman Cobey reminded Board members to mark their calendars for the Board's Planning and Work Session scheduled for October 4-6 in Boone. The Board will begin its work at lunchtime on Tuesday and will hold a one-day meeting on Thursday. He noted that Board members will be hearing in the near future from those working on the agenda and making preparations for that meeting.

Referring to this month's Issues Session, Chairman Cobey noted that a number of very important issues will be decided or set in motion over the next few months.

Next, he announced that Board member Patricia Willoughby, who has now served on this Board for more than 15 years, will be one of three recipients nationwide who will receive the Distinguished Service Award from the National Association of State Boards of Education. He explained that Ms. Willoughby has served as a committee chair, a committee co-chair, and a committee vice chair throughout most of her term. According to the Chairman, she is knowledgeable in all things "Board related," having served on committees in almost all of the priority areas. In addition, Chairman Cobey noted for those who may not be aware, that Ms. Willoughby also served as the interim State Superintendent for approximately ten months after Dr. Mike Ward left his term before it expired; her knowledge reservoir is deep and wide.

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She is also known for a small sign that she keeps in her Board box that says “It’s all about the children.” Chairman Cobey asked the Board to join him in congratulating Ms. Willoughby, one of NASBE’s three National Distinguished Service Award winners.

### **NEW BUSINESS**

N/A

### **ADJOURNMENT**

Indicating no other business, Chairman Cobey requested a motion to adjourn.

*Upon motion by Ms. Patricia Willoughby and seconded by Mr. Greg Alcorn, Board members voted unanimously to adjourn the August 3 and 4, 2016, meeting of the State Board of Education.*